

A HISTORY OF
THE COLLEGE OF BIOLOGICAL SCIENCES
THE OHIO STATE UNIVERSITY

by
Henry L. Plaine

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PREFACE

At its regular meeting on February 8, 1966, the Faculty Council of The Ohio State University approved and transmitted to the Board of Trustees the recommendation of the Council on Instruction to reorganize certain biological disciplines on this campus and create the College of Biological Sciences, to become effective July 1, 1966. Approval by the Board of Trustees on March 10, 1966, effectively brought together into one educational and independent administrative unit, the basic biological sciences, thereby providing the environment for producing the coordinated development of these disciplines. The following account enumerates those events, in the prehistory of the College, which led to its creation, and presents the salient aspects of the reorganization and development of the biological sciences in the College during the first three years.

Reflecting on the history and accomplishments of The Ohio State University and particularly on the changing role of so large and diverse a university, President Fawcett sought counsel to re-examine the goals and objectives of the University as it faced the continuing and increasing demands of the future on its services and facilities.

Accordingly, in December, 1959, and as a result of Faculty Council action, President Fawcett appointed a committee, the President's Permanent Planning Committee, charged with a heavy measure of responsibility for long-range educational planning. At the first meeting of the President's Permanent Planning Committee in April, 1960, President Fawcett enumerated the many problems confronting the University and suggested that the problem of academic organization should receive early consideration.

Following months of intensive review and study, the Committee suggested a basic pattern for the academic organization of the University and submitted proposals for further study by the President (Phase I Report, May 15, 1962). The Committee's proposals centered upon the creation of (four) new colleges, each composed of related departments in the basic disciplines, and among which was The College of Life Sciences [sic]. The attention paid to the biological sciences, as well as the advantages of this proposal, is expounded in the subsequent report and proposal from the Academic Board (see below) and will, therefore, not be elaborated upon here.

Subsequent to further review and study, President Fawcett appointed the Academic Board in the Autumn of 1964, to consider faculty and other

academic matters. The Academic Board comprised the Vice President for Instruction and Dean of Faculties, the Vice President for Research, the two Associate Deans of Faculties, and the Dean of the Graduate School. From among its many responsibilities, the Academic Board immediately undertook a more intensive and critical review of biology on this campus, believing this urgency to be necessitated by several considerations, notable among which were the existing dispersal of the basic biological disciplines among several colleges and the failure of this system to produce an adequately coordinated development of these disciplines with regard to both teaching and research.

A year later, on October 1, 1965, the Academic Board transmitted to the Council on Instruction the Board's proposal for the creation of a College of Biological Sciences. (Although the proposal is dated October 4, 1965, the letter of transmittal is dated October 1, 1965). This proposal is, perhaps, the singularly most significant document in the prehistory of the College of Biological Sciences and is, therefore, included herein in its entirety and without modification.

"The recommendations embodied in this proposal, deriving from earlier studies culminating in the recommendations of the President's Permanent Planning Committee (Phase I Report, May 15, 1962), are designed to create an appropriate environment for the strong development of the basic biological sciences. There is much evidence that these disciplines are among the least distinguished in which advanced undergraduate and graduate programs are offered at this university. Whatever the causes, this state of decline and lack of modern development prevail precisely at a time when radical curricular changes and research efforts are being experienced in these disciplines throughout the world as new fields emerge and exciting fundamental discoveries are made.

Other factors point to the need for a change at this time. Scholarly research and training in several important professional colleges (Medicine, Pharmacy, Veterinary Medicine, Dentistry) depend on thorough preparation in the biological sciences. The Office of Campus Planning has recently called for preliminary advice from deans and department chairmen as it begins to plan new facilities for biochemistry, microbiology, and other biological sciences. The University's

record in attracting NIH, NSF, and other support in these disciplines has not been good and is deteriorating. Three key departments are led by interim chairmen, and in another a change of leadership is imminent. For these and other reasons, therefore, a reappraisal of this area and of its place in the total University organization is most appropriate, and even urgent, at this time.

The proposal that the University create a basic College of Biological Sciences is an outgrowth of the failure of the present system to produce the coordinated development of these disciplines. Because the departments involved are presently located in several colleges, there exists an obvious duplication of courses, facilities, and personnel; administrative responsibility tends, with the rapid growth of the institution, to become increasingly diffused and, in some cases, research and teaching are dominated by "applied" interests. The proposed College would meet, with some modification, the specifications of the Permanent Planning Committee Phase I Report and of subsequent communications from the Committee to the President reaffirming its position and emphasizing the need for immediate action in the field of the biological sciences.

College of Biological Sciences

The College of Biological Sciences would be composed of the following six departments:

Biochemistry	Botany
Biology	Microbiology
Biophysics	Zoology

Functions of the individual departments would be the following:

1. Biochemistry. To offer instruction at the advanced undergraduate and graduate levels in the general field of biochemistry (B.Sc., M.Sc., and Ph.D.)
2. Biology. Essentially a service department, to provide undergraduate instruction in General Biology, Anatomy and Physiology; to advise and enroll pre-medical, pre-veterinary, and pre-dental students in an appropriate curriculum under control of the College; to develop programs and seminars for honors students during their undergraduate years. Limited full-time faculty and joint appointments with all departments. (B.Sc.)
3. Biophysics. To provide graduate-level instruction coordinated with offerings in the departments of Physics, Radiology, Physiology, Electrical Engineering, etc., outside the College (and all graduate Departments within the College) leading to the M.Sc. and Ph.D. degrees.
4. Botany. To provide instruction leading to the degrees B.Sc., M.Sc., and Ph.D.

5. Microbiology. To provide instruction leading to the degrees B.Sc., M.Sc. and Ph.D.
6. Zoology. To provide instruction leading to the degrees B.Sc., M.Sc., and Ph.D.

College of Agriculture

Three new departments might be created in the College of Agriculture:

Entomology
Plant Pathology
Natural Resources

Functions of the departments would be as follows:

1. Entomology. To offer instruction leading to the degrees B.Sc., M.Sc., and Ph.D. (Joint appointments would be encouraged with appropriate departments of the new College.)
2. Plant Pathology. To offer instruction leading to the degrees B.Sc., M.Sc., and Ph.D. (Joint appointments would be encouraged with appropriate departments of the new College.)
3. Natural Resources. To develop graduate-level work, including seminars, etc., leading to the degrees M.Sc. and Ph.D., with specialization in conservation, wildlife management, water resource development, etc., coordinating its programs with those of appropriate departments throughout the University. It should be understood that the creation of this department would be subject to approval by the faculty of the College, by the Council on Instruction, the Faculty Council and the Board of Trustees.

College of Medicine

The College of Medicine would retain four departments (with two changes of name) and create one:

Anatomy
Medical Biochemistry
Medical Microbiology
Medical Pharmacology
Physiology

Functions of these departments would be the following:

1. Anatomy. To provide courses for students enrolled in the College of Medicine and to provide advanced work leading to the degrees M.Sc. and Ph.D.
2. Medical Biochemistry. To provide courses for students enrolled in the College of Medicine and to provide advanced work leading to the degrees M.Sc. and Ph.D.

3. Medical Microbiology. To provide courses for students enrolled in the College of Medicine. The role of this department will be subject to future action by the College of Medicine, Graduate Council, etc., as further development justifies such action.
4. Medical Pharmacology. To provide courses for students enrolled in the College of Medicine and to offer advanced work leading to the degrees M.Sc. and Ph.D.
5. Physiology. To provide courses for students enrolled in the College of Medicine and to offer advanced work leading to the degrees M.Sc. and Ph.D.

Colleges of Dentistry, Pharmacy, Veterinary Medicine

No change would be effected in the organization or responsibilities of what are, essentially, biological science departments in Dentistry, Pharmacy, or Veterinary Medicine.

Advantages of Proposal

This plan calls for the continued development of the classical divisions of the biological sciences. The Academic Board is not unaware that the outstanding character of the recent expansion of knowledge in the biological sciences is the breakdown of artificial distinctions between classical disciplines, particularly between the classical biological subjects and the traditionally non-biological disciplines such as chemistry, physics and mathematics. The burgeoning use of chemical and physical methods in the study of molecular and cellular systems has emphasized the unity in biology and as a consequence the ancient insularities are now clearly out of date. The primary problem in academic organization is, therefore, not how to "carve up" biology into new, supposedly more perfect subdivisions, but rather how to integrate a teaching and research faculty whose interests are rapidly forming a continuum within the natural sciences. Many observers believe that it is impossible to specify perfect natural separations in biology today. Perhaps the solution is not to be found in a revised departmentalization but rather in a strengthening of the higher administrative organization and academic structure which can best foster interdepartmental communication.

Effective communication of the full range of biological concepts, at both undergraduate and graduate levels, depends upon recruiting faculty who are confirmed in their breadth of view and who are given the opportunity to pursue their calling as free as possible from the limitations of departmentalized curricula and narrow project-oriented budgets. With the present financial arrangements in this University (and perhaps in all large scientific organizations) the ideal of a breadth of view can probably be realized by separating, administratively, the pursuit of basic concepts from the utilization of these understandings in specific and profitable applications. Fundamental studies at the molecular and cellular levels which cut

broadly through a matrix of coordinated disciplines cannot be completely successful unless they are somehow a step removed from the preferences and pressures that derive from practical application of biological concepts to specific organisms and their specific products, supported by specific allocation of funds. Just as engineering is effectively administered separately from mathematics, physics and chemistry, so should biology be administered apart from the specific applications of biological concepts: medicine, dentistry, veterinary medicine, pharmacy and agriculture.

Following the recommendations of the President's Permanent Planning Committee, the proposed reorganization offers the following advantages set forth in that report (page 11):

1. Since the college faculty, whether basic or professional, would be unified in respect to reasonably common interests, purposes, values, and techniques of study and investigation, it could be expected to meet and act as a faculty with a greater degree of mutual understanding and of common purpose than sometimes obtains under our present organization.
2. ...Programs of interdepartmental teaching and research would be facilitated through the formal association of closely related departments. Between departments in basic and professional colleges, obstacles to cooperative effort would be at least no greater than at present. Joint and interdisciplinary appointments should encourage cooperation.
3. Instruction in the basic disciplines, which makes up more than half of all undergraduate curricula, could be more easily and effectively coordinated than with the present scattering of basic departments...
4. Undergraduate major programs of every basic department would be a part of the degree program of the college in which the department is located.
5. The work of the college deans would be simplified and facilitated.
 - a. Each would be dealing with a homogeneous faculty. Since we would expect the dean to be an experienced scholar in a discipline of the area, he would be well able to understand and evaluate proposals and staff, to make decisions, to interpret the activities and needs of the college to the President's Office, and to establish rapport with his faculty.
 - b. Deans and faculties of professional colleges would be relieved of the departmental ambiguities which now exist in their organizations and thus be able to direct their efforts to a single professional end.

Pertinent to the recommendations that joint and interdisciplinary appointments be made with professional departments is the following paragraph from the Report (page 5.):

In a few instances a professional college may have need of a number of faculty whose specialty is the clearly defined application of a basic discipline to the professional field and who should be in more intimate and complete association with the professional field than an interdisciplinary appointment provides. If the numbers are small, these faculty should probably be attached to the department of a related professional subject; if the numbers are large enough to warrant, they might be formed into a separate department...However, the Committee feels that such a special department should be established only if it can be clearly demonstrated that a need exists for it and that interdisciplinary appointments would not serve the need. Such departments would be authorized to offer only upper-level undergraduate and graduate courses which require previous study in the basic department and which are exclusively directed to special applications of the subject.

6. Channels of authority and communication would become more clear and less complex. The work of the President's office would be facilitated and simplified in that deans and college faculties would represent functional units in the total of the University effort.
7. Public and alumni understanding of the University would be improved if the educational-research structure of the institution were easily seen as an expression of University philosophy and function.
8. The suggested organization provides a rationale, by which departments established in the future can be assigned to the appropriate college.

In addition to the foregoing advantages, another should be noted. Under present circumstances, recruitment of outstanding faculty and graduate students is exceedingly difficult. Several off-campus consultants have advised that a new College be created in order to encourage the development of new fields of inquiry, to clear up confusion, and to combat the mediocrity seen in our current organization by outside observers--including governmental granting agencies.

While it is true that the creation of this new College could be viewed as a weakening of the College of Arts and Sciences, it should be noted that only one department involved in the proposal is presently attached to Arts and Sciences. Logically, an autonomous and unified faculty of Biological Sciences would offer the undergraduate student better opportunities for attention to basic knowledge (as opposed to professional application of it) than does the present structure with its division of responsibility. The general and liberal education of undergraduate candidates for the Bachelor of Science and Bachelor

of Arts degrees should continue to be the responsibility of the Council on Instruction, of all members of the faculty teaching the basic arts and sciences, and of the faculty of the new General College now being developed on this campus.

Obviously, full implementation of the proposed reorganization will require careful planning. At this time, a decision should be made concerning the validity of a general concept established by a major faculty committee after extensive deliberation and consideration of alternatives, and recommend unanimously by the Academic Board. At this time, therefore, the Academic Board recommends that the Council on Instruction give thoughtful consideration to endorsement of the following actions:

1. Establishing a College of Biological Sciences effective July 1, 1966.
2. Transferring to that College the departments of Agricultural Biochemistry, Botany, Microbiology and Zoology.
3. Creating the departments of Entomology and Plant Pathology in the College of Agriculture and Home Economics.
4. Transferring the Division of Biophysics (Graduate School) with departmental status to the College of Biological Sciences.
5. Creating a Department of Biology in the College of Biological Sciences.
6. Changing the names of the departments of Physiological Chemistry and of Pharmacology to Medical Biochemistry and Medical Pharmacology.
7. Approving the request of the College of Medicine for creation of a Department of Medical Microbiology.

It is further recommended that, if these actions be approved and forwarded to the Faculty Council and Board of Trustees, Vice President Weaver be authorized to appoint a Committee on the Reorganization of the Biological Sciences to advise him concerning the implementation of these measures and the appointment of a dean of the new College.

Submitted by the Academic Board,

Richard Armitage, Dean of the Graduate School
 Alfred Garrett, Vice President for Research
 Edward Moulton, Associate Dean of Faculties
 Jackson Riddle, Associate Dean of Faculties
 John C. Weaver, Vice President for Instruction
 and Dean of Faculties."

The Academic Board's proposal for the creation of a College of Biological Sciences was presented to the members of the Council on Instruction for study and action on October 13, 1965, and on October 19, 1965, the Council issued an epochal communication to all faculty members in the basic biological sciences. This letter instructed the faculty that "...the Academic Board has been giving serious consideration to each of several alternative designs for the organization of the basic biological sciences..." and has "...unanimously decided to endorse the recommendation of the President's Permanent Planning Committee for the creation of an independent college for the basic biological sciences." Quoting from the Academic Board's October 1 letter of transmittal to the Council, the Council's communication continued:

"This is, indeed, a complex problem surrounded by many complex points of view and many legitimate concerns and interests. It would be futile to attempt in a brief memorandum to outline all of the extensive discussions which led the Academic Board to its conclusion; however, the following basic considerations in the minds of the Academic Board formed the framework for its decision:

"The generally inadequate condition of the basic biological sciences on this campus clearly calls for concerted action, and the organization of these fields under a common administration seems not only desirable but imperative. The arrangements of the status quo certainly have not proven themselves adequate to meet the future.

"While these extremely basic and important fields must be completely and easily available to all specialized, professional, and general education interests within the University, it does seem clear that the integrity of their long-range developments would be best served by complete freedom from management by any sphere of applied interest."

In addition, the Council addressed itself to the immediate and future organization for the new college.

"In the ... plan for an independent college of basic biological sciences, a departmental organization is shown which is essentially consistent with long-used, standard designations of field and discipline. These departmental titles should be viewed as giving an indication of the faculties involved but should not be taken as firmly established organizational lines for the long-range future

of the new college. It is the presumption of the Academic Board in its recommendation to the Council on Instruction that a biological science faculty, once brought together under the leadership of an outstanding biologist as dean, would be encouraged to proceed at once to a consideration of an internal organization for the college that would in the opinion of that college establish the optimum working environment for a broad program in modern biology."

In conclusion, the Council's letter asked for suggestions, comments, and criticisms from the faculty involved.

"As the deliberations of the Council on Instruction proceed, the college deans and department chairmen associated with directly affected departments will be given ample opportunity to present their views in this matter to the Council. In addition to receiving suggestions, comments, and criticisms of the proposal from administrative officers involved, the Council on Instruction sincerely requests, indeed, urges, each member of the basic biological sciences faculty to give the attached proposal serious consideration, and to express in writing constructive comments and criticisms of the proposal to the Council."

It should be noted that while some administrators and faculty members took exception to the assertions, findings, and recommendations of the Academic Board and the Council on Instruction, others appreciated some justification for these and saw considerable merit, if not actual need, for the creation of a College of Biological Sciences. Consequently, the final form of the proposal, approved by the Council on Instruction at its meeting on January 5, 1966, evolved after an extensive series of meetings throughout the Autumn Quarter, 1965, during which time the Council on Instruction interviewed Deans of colleges and Chairmen of departments involved and studied the written opinions (over 72) which the Council had solicited from the faculty.

In addition to recommending that specific biological disciplines be reorganized at this University into an independent administrative unit, a College of Biological Sciences,

"The Council on Instruction urges that, as appropriate, other academic programs, particularly at the graduate level, be developed and offered cooperatively by the College of Biological

Sciences and the other schools and colleges of the University. The Council on Instruction intends that members of the faculty in biological science departments located in other schools and colleges of the University be encouraged to seek and accept joint appointments if desired and appropriate in the new college, and that they participate as desired in the instructional and research activities of the College of Biological Sciences.

"Although the Council on Instruction is constituting initially the faculty of the College of Biological Sciences from the departments referred to in the third paragraph of the Recommendation and in addition by members of the Department of Physiological Chemistry and certain members of the Department of Chemistry through joint appointments, the Council does not necessarily intend that this initial departmental organization remain after the first year of existence of the new college. The Council believes that the faculty of the College of Biological Sciences, working with its new dean, should have the opportunity to recommend appropriate departmental or other internal organization patterns for the new college, to restructure educational programs in the biological sciences, and to make any other appropriate recommendations for the college."

The two preceding quotations are from the explanatory notes which accompanied the recommendation from the Council on Instruction to the Faculty Council. The complete recommendation, constituting a single motion, was as follows:

"At its meeting on January 5, 1966, the Council on Instruction approved, and hereby recommends to the Faculty Council:

"that those biological disciplines, specified in the next paragraph, be reorganized at this University into an independent administrative unit, a College of Biological Sciences, effective July 1, 1966; and

"that the faculties of the following present units be transferred to the College of Biological Sciences, effective July 1, 1966: the Department of Agricultural Biochemistry (to be known in the new College as the Department of Biochemistry), the Department of Botany and Plant Pathology, the Department of Microbiology, the Department of Zoology and Entomology, and the Division of Biophysics; and

"that authorizations for the baccalaureate degrees and for all degree programs associated with the units named above be transferred from their present locations to the College of Biological Sciences, effective with the beginning of the Autumn Quarter, 1966; and

"that the appropriate undergraduate courses be transferred from the

Departments of Anatomy, Physiological Chemistry, and Physiology to the College of Biological Sciences, effective with the beginning of the Autumn Quarter, 1966, and that authorization for the undergraduate major programs in those departments be withdrawn from the College of Medicine effective with the beginning of the Autumn Quarter, 1966; and

"that the President and the Board of Trustees be requested to authorize the search for the dean of the new college and that he be appointed as soon as possible; and

"that the faculty of the proposed College of Biological Sciences, within the first year in office of the new dean, design and propose to the Council on Instruction appropriate internal organizational patterns, educational programs, and other relevant recommendations for the college which will strengthen the biological sciences at this University; and

"that in recognition of the legitimate needs of the College of Agriculture and Home Economics for some instruction and research in the fields of Entomology and Plant Pathology, the faculty and the Dean of the College of Agriculture and Home Economics shall be free to submit appropriate proposals to the Council on Instruction which would provide for these needs. When such proposals have been approved, members of the faculty in Entomology and Plant Pathology will be given an opportunity after consultation, and with the approval of the Deans of the Colleges of Agriculture and Home Economics and of Biological Sciences, either to return to the College of Agriculture and Home Economics or to remain in the College of Biological Sciences."

The action of the Faculty Council, at its meeting on February 8, 1966, approved the recommendation of the Council on Instruction without modification. (An amendment that would have separated Entomology from Zoology, and Plant Pathology from Botany, and retained Entomology and Plant Pathology in the College of Agriculture and Home Economics was defeated). Finally, approval by the Board of Trustees on March 10, 1966, created the College of Biological Sciences, effective July 1, 1966.

At its inception on July 1, 1966, the College of Biological Sciences comprised departments, programs, and courses from the College of Agriculture and Home Economics (Biochemistry, Botany and Plant Pathology, and Zoology and Entomology); the College of Arts and Sciences (Microbiology); the Graduate School (Biophysics); and the College of Medicine (undergraduate instruction in anatomy and physiology). Also effective July 1, 1966, Dr. Ralph M. Johnson, Jr. was appointed Acting Dean and Dr. John J. Stephens was named Assistant Dean and Secretary of this new College.

Immediately preceding his appointment as Acting Dean, Dr. Ralph M. Johnson was Professor and Director of the Institute of Nutrition and Food Technology at The Ohio State University. Having received his Ph.D. in Biochemistry from the University of Wisconsin in 1948, Dr. Johnson accepted a position as Research Associate at the Detroit Institute of Cancer Research and in 1958, was appointed Assistant Director of that Institute. During the period from 1949 to 1959, Dr. Johnson also held a courtesy appointment as Assistant Professor of Biochemistry in the College of Medicine at Wayne State University. In 1959, he joined Ohio State University as Laboratory Director in the Institute of Nutrition and Food Technology and was appointed Director of the Institute in 1963. During this period he also held courtesy appointments as Associate Professor in the Departments of Animal Science and Physiological Chemistry. With the formation of the College of Biological Sciences, he received a courtesy appointment in the Department of Biochemistry.

The major differences affecting the College of Biological Sciences between the specific recommendations of the Academic Board and what actually occurred were twofold. First, Entomology and Plant Pathology were not

cleaved from their original departments and created as separate departments in the College of Agriculture and Home Economics. However, in accordance with the provision in the Faculty Council's action, Plant Pathology subsequently elected to separate from Botany and return to the College of Agriculture and Home Economics, effective July 1, 1967, while Entomology remained with Zoology in the College of Biological Sciences. Second, a Biology Department, to have been essentially a service department responsible for providing, among other things, undergraduate instruction in biology, anatomy, and physiology, was not created. Undergraduate instruction in anatomy and physiology was transferred to the Department of Zoology and Entomology, which had already initiated a course in "Principles of Biology." Historically, instruction in anatomy and physiology had been among the responsibilities of Zoology and Comparative Anatomy, which was created in 1874. However, in 1891 this administrative unit was divided into the Department of Zoology and Entomology and the Anatomy and Physiology Department. After nearly eighty years, the responsibility for the basic instruction in anatomy and physiology was returned to Zoology, where it usually is found.

There were, therefore, assembled under a single college administration, the collective faculties, facilities, and resources of five departments which, with each department's several areas of specialization, encompassed virtually all aspects of the basic biological sciences. The College of Biological Sciences thus became the focal point for formal instruction and research in biology, at both the undergraduate and graduate levels and at the same time provided basic courses for students in the biologically-oriented professional colleges and in the other colleges and schools of the University. Whether or not this assemblage of these

biological sciences, in and of itself, would have provided the basis and impetus for their coordinated development may only be conjectured. Immediately following his confirmation as Dean (October 1, 1966), Dr. Ralph M. Johnson appointed a faculty committee, the Committee on Reorganization, and initiated a study to determine an organizational scheme for the College.

As perceived by this Committee, the primary problem of academic organization was not how to "carve up" biology into new and hopefully more perfect sub-divisions, but more significantly, how to integrate the faculty of the College into a dynamic and organic unit. Recognizing that the academic interests in biology were developing into a continuum, the Committee emphasized the development of an administrative and academic structure which would foster inter- and intra-collegial cooperation, curricula, and effort. The philosophy of the Committee, therefore, clearly paralleled in principle the statement made by the Academic Board. On the other hand, the Committee on Reorganization may have ignored completely the Academic Board's statement "This plan calls for the continued development of the classical divisions of the biological science."

Late in December, 1966, after three months of "... critically and extensively examining the roles, needs, and significance of our College," the Committee on Reorganization addressed a letter to the Council on Academic Affairs (formerly, the Council on Instruction), which stated, in part,

"We view the College of Biological Sciences as one partner in a quadrumvirate with the physical sciences, the social sciences, and the humanities that forms the basic essential core of the University, the core from which the whole University draws its primary sustenance and strength, the core that primarily determines the quality of this or any university.

"We see the creation of the College of Biological Sciences as an

important step toward strengthening this portion of the arts and sciences area at Ohio State; it is not a move toward setting up a technical school or research institute in biology, nor is it a device for isolating the biological sciences from the larger arts and sciences area."

"It has gradually dawned on us, while enumerating the things we wanted the College of Biological Sciences to be and do, that we were in essence describing a college that was one in fact, as well as name. What we wanted was a college that was an academically viable unit, not simply a holding company for a collection of departments."

"The creation of a college or colleges by reshuffling departments is by itself only an administrative game; it can be justified only on the basis of academic gains such changes pretend. [sic]. It is our intention and hope that the College of Biological Sciences, by becoming an academically viable unit will transcend what the individual departments could accomplish. The validity of the College will be measured by the extent of this transcendancy."

"To us a college will be a true college, will be an academically viable unit, when the faculty can think in terms of the college rather than solely in terms of the particular sub-units within the college, when there is reciprocal knowledge, understanding and appreciation between faculty and administration, when once again one can see the administrative function clearly serving the academic function, when departmental lines cease to be academic barriers, when full advantage can be taken of college affiliations to enhance both the quality and the efficiency of its academic functions, when primacy is given in the college office to academic affairs, when undergraduate teaching, graduate teaching and research are considered equally necessary and mutually desirable functions, when the college can acquire and maintain a potential for both growth and change with the times and circumstances and does not set into a rigid pattern, when the individual faculty members and natural groups of faculty can fully develop their various potentials and strengths with the full support and understanding of the college administration and for the benefit of the faculty, the College, the University and society.

"Most important of all, we believe that the development of the collection of departments assigned to the College of Biological Sciences into a true college is possible and not an impractical dream. While quite cognizant of the problems involved, and without minimizing their magnitude, we believe we have made enough progress to see the general direction in which we must travel and to be optimistic about approaching our goal for the College. And the goal is clearly worthy of all our efforts" (italics added).

The section underlined, although seemingly inconsistent with the general philosophy of the Committee and with the plan that evolved (Plan

for Organization, see below), may have supported "... the continued development of the classical divisions of the biological sciences." By April, 1967, after nearly six months of deliberations, the Committee submitted to the faculty a plan for organization, (1) which [purportedly] described a plan whereby the faculty might address itself effectively to instruction and research in present-day thrusts in biology, anticipating future trends, (2) which described the College as the principal organization of the University for instruction and research in the biological sciences, and (3) which made the College faculty, as a whole, the focus of these academic activities. (These three descriptions are paraphrased from the formal motion which placed the "Plan for Organization, College of Biological Sciences, Revised 4/12/67 and 4/25/67" before the College faculty at its meeting on April 25, 1967.)

In reality, the plan did not factually describe (i.e., explain and delineate) these attributes. Therefore, when the Plan for Organization was being discussed at the faculty meeting on April 25, 1967, several faculty members preferred to accept the plan in principle only, "without subsequent prejudice to the adoption or rejection of any or all of the specific wording or concepts." However, during the meeting of one hour and forty-five minutes, the motion to accept the plan, without amendment or modification, was passed on a written ballot.

The "Plan for Organization, College of Biological Sciences, Revised 4/12/67 and 4/25/67," accepted by the College faculty, consisted of five major sections (A through E), the last section having been added as a final revision on April 25, 1967, shortly before the faculty meeting of that date and distributed at the meeting. It has been speculated that that section may have been added to quell some apprehensive and solicitous

members of the faculty, for according to Section E, "This plan respects the rights and responsibilities of individual faculty members presently guaranteed under the Rules for University Faculty."

Moreover, Section E clarified the chairmen's position by emphasizing that each "chairman. . . shall be responsible for carrying out policy. . . in the same manner now provided for department chairmen in the Rules for University Faculty"; and in so doing, ostensibly contradicted the plan (Section A, II) that, "Each Academic Faculty shall have a Chairman whose principal responsibility will be to serve as an intellectual leader for the Faculty. . . ." and that to free the Chairman. . . "most of the routine administration will be handled by career administrators. . . ." Hence, from the initiation of the plan, there existed confusion and misunderstanding, with the Dean and his staff interpreting the chairmen's role as specified in Section A, and the Chairmen interpreting their roles as specified in Section E.

The first four sections of the Plan for Organization were: A. Academic Organization; B. College Activities; C. Allocation of College Resources; and D. Organization Time Schedule. The complete Plan for Organization, together with its five appendices, is included in the appendix of this account, and only certain aspects of the plan will be discussed in the account presented herein.

Perhaps the most significant portion of the entire plan was that which would dispense with the departments and create in their stead academic faculties, each to conduct the affairs of an academic program element. According to the scheme for academic organization (Section A, II and Appendix I), "The program is a major collection of integrated resources that function as an entity (The College of Biological Sciences)

to promote in rather specific directions the long-range purposes and objectives of the institution (The Ohio State University). The program contains several program elements that interact closely and promote the intermediate range objectives of the major program."

Two types of program elements were envisioned, the Academic Program Elements and the Facilities Program Elements. According to interests, faculty members of the College were to be given the opportunity to unite in groups for joint efforts in several fields of instruction and research. These groups, each conducting the affairs of an Academic Program Element, would be called Academic Faculties. Each Academic Faculty was to have the responsibility for development and management of curricula, graduate and upper division courses, and research programs in its field of study. Membership in an Academic Faculty would be open to members of other Academic Faculties within the College of Biological Sciences, as well as to faculty members of other Colleges.

That part of the plan which dealt with academic organization and academic faculties (Section A, II and Appendix IV) stated that, "the academic program elements ... should reflect present day thrusts in biology and provide for future trends" and noted that "such thrusts might be included in the following academic faculties: 1. Genetics; 2. Environmental Biology; 3. Ethology; 4. Evolutionary Biology Systematics; 5. Cellular and Molecular Biology; 6. Developmental Biology; 7. Theoretical Biology; 8. Entomology; 9. Zoology; 10. Botany; 11. Microbiology."

With the creation of the College of Biological Sciences, five departments had been brought under one administration. Although the primary problem of academic organization was not how to "carve up" biology into new, more perfect subdivisions, no less than eleven academic faculties

were listed in Appendix IV of the plan. When the plan was subsequently put into operation, only seven academic faculties were actually formed. The academic faculties and their individual academic program elements were not the intended points of emphasis in the original plan. If this were the intention the College would have become simply a holding company for a collection of academic faculties. It is believed that Dean Johnson and the Committee members fully intended that the College would be the "academic unit" and that the emphasis would be on the College's major program. The College was to be like a "super-department" and the Academic Faculty Chairmen were to be the intellectual leaders of their respective subunits, all functioning as and for a single unit, a "true college." Unfortunately, departmentalization, by any name, was real and tangible, whereas the idealistic concepts spoken to in the plan appeared to be vague and incongruous. Consequently, many faculty members did not appreciate the full implications of the plan for organization, while other faculty members saw in the plan primarily a means whereby they could form specialty groups with colleagues having curricular and research interests in common. Some faculty members did strive to achieve the ideal College implicit in the Committee's letter to the Council on Academic Affairs and the plan for organization. However, many of these ideas lacked implementation, more precisely, lacked the mechanism.

Among the college activities included in the plan for organization was one for a core-courses activity (Section B, II).

"The Core-Courses Activity shall be an academic program element which is operated as a collegiate activity and shall have no permanent faculty. It shall be the responsibility of a Core Director, who shall be appointed by the Dean. The Director shall be charged with the responsibility for organization and teaching undergraduate courses which:

- a) Provide the common foundation of the curricula in biology;

- b) Provide a foundation for the upper division courses offered by the Academic Faculties in their specialty areas;
- c) Satisfy the needs of students of other colleges.

"The courses to be offered by the Core-Courses Activity shall be determined by the Curriculum Committee. College faculty members shall be assigned to the organizing and teaching of these courses, by the Dean, in consultation with the Associate Dean, Core Director, and with the Chairmen of any Academic Faculties which may be involved.

"This particular system for handling certain of the undergraduate courses is desirable because, first, it leads to emphasis on the unity of biology, second, because it makes the most efficient use of the College's resources, and third, because it allows the use of the College's best teachers for consultation and teaching where needed in undergraduate courses."

The activity described herein, its responsibility, administration and participation, was perhaps the most explicit section dealing with organization and function. Implementation of the core-courses activity required close cooperation among the Academic Faculties and firm commitments from these Faculties. Nevertheless, having accepted the plan for organization, the College faculty, in general, did not support the development of the core-courses activity. Genuine differences of opinion between the Dean and the Faculty Chairmen, and among the Faculty Chairmen, as well as what the Chairmen regarded as more pressing demands upon their personnel and facilities, have been cited to explain the failure to support the core-courses activity.

Even before the plan for organization had been finalized and presented to the College faculty, Dean Johnson had appointed a Core Curriculum Committee (not the College Curriculum Committee). The committee designing the plan for organization had been strongly influenced by the concept of a core program in biology. The national trend was in the direction of providing approximately two years of fundamental biology courses for majors in the biological sciences and the Commission on Undergraduate Education in

Biological Sciences (CUEBS) was in the process of reporting the findings of its Panel on Undergraduate Major Curricula. The approval by the College faculty on April 25, 1967, of the plan for organization, which included the core-courses activity, provided further impetus to develop a core program in biology.

In May of 1967, Dean Johnson announced that Dr. Robert W. Menefee had been appointed Core Director and that supervision of the one-quarter course in general biology would be under the direction of the Core Director of the College. (The previous administrative responsibility had been in the Department of Zoology and Entomology and the teaching responsibility had been in that department and in the Department of Botany and Plant Pathology). Almost simultaneously, on May 4, 1967, the Core Curriculum Committee recommended that all students take at least two quarters of General Biology and that the beginning biology course be expanded into a two-quarter sequence.

Subsequently, a second committee, the Core-Courses Committee, chaired by the Core Director, developed a plan for additional courses that would make up the core-courses activity (the terms "biology core program" and "core courses program" began to be used interchangeably). This plan for core courses became the subject of much debate in the College Curriculum Committee and among the College faculty at large. Perhaps the greatest source of contention and confusion, which could have been clarified by a statement from the Dean, centered around what and how many existing and new courses would be engulfed by the core program, and what was to be the responsibility and authority of the Core Director.

At a meeting on May 31, 1968, the faculty of the College of Biological Sciences approved the core program in biology and simultaneously approved the establishment of an undergraduate major in biology, the

Biology Major Program. At that time, the core-courses activity or core program comprised:

General Biology 100 and 101
Animal Biology 201
Plant Biology 202
Molecular Biology 411* or Cellular Biology 412*
Ecology 413*
Genetics 414*

*these courses were subsequently changed and approved to be offered at the 300-level.

The undergraduate major in Biology was to complete these courses, or their equivalents; and all other undergraduate majors in the College of Biological Sciences were to complete through Plant Biology 202. Following approval of this program, the College Curriculum Committee assigned the 200-level and 300-level courses to the appropriate Academic Faculties for the purpose of final preparation and presentation. At this juncture the college-wide curriculum appeared to be moving toward completion. However, a series of events resulted in a failure to bring the core program to fruition.

During the Winter and Spring Quarters of 1969, pressure from faculty groups resulted in the Curriculum Committee's decision to remove administrative jurisdiction for the four 300-level courses from the Core Director's office and to "return" them to the appropriate Academic Faculties. No decision to date has been reached on the 200-level courses; but the re-assignment of the 300-level courses to specific Academic Faculties and the failure to offer one of the two 200-level courses have resulted in a reduced core program; that is, the two introductory general biology courses with which the program was started. The accepted plan for organization established the core-courses activity as a college-wide activity, having no permanent faculty of its own. However, several Academic Faculty Chairmen have repeatedly stated that there should be a separate faculty for the core

program and that their Faculties had their own commitments. In fact, only two of the seven Academic Faculties have actually contributed to the teaching of the general biology courses.

Planning for a new facility for these two courses (Biology 100 and 101) in the General Biology Program actually began in 1966. A modified version of a new concept in instruction, audio-tutorial instruction, was designed for the West Campus. This facility, known as the Bio-Learning Center, will be opened Autumn Quarter, 1969. In the Center's program, a student will receive individualized instruction through the use of modern media, with the student controlling the information flow and performing related laboratory activities in specially designed, individual study carrels. Televised lecture presentations will be used in formal class sections. Additional supplementary information will also be available in peripheral rooms which will be essentially modern-media libraries. The Bio-Learning Center is the largest installation for individualized biology instruction in the world. There are nine laboratories, each containing 22 student study carrels. Since traditional laboratory benches are also provided, group laboratory activities will also be possible. Therefore, the new facility is essentially a combination of the traditional biology laboratory and a modern learning center for individualized instruction. These unscheduled learning activities (the carrels are open at all times) will provide students with desired flexibility in their schedules while promoting independent study habits. The dynamic nature of this program should provide a constantly changing, improving pattern of instruction in freshman-level general biology.

The last section of the plan for organization to be presented in this account is that on the organization time schedule (Section D). According to this section, the plan for organization, "will be initiated immediately following the formation of the academic administrative offices and committees described herein. The opportunity will be immediately available to develop interest groups such as those suggested by the Academic Program Element objectives given in Appendix IV. These groups will be formed as committees, and as rapidly as possible, consistent with sound academic planning, encouraged to prepare graduate and undergraduate curricula, determine their needs for graduate degree programs, etc." Stating that care will be taken to insure the continuation of necessary existing graduate and undergraduate curricula, the plan for organization continued:

"At such time as it has been determined 1) that adequate financial support can be given a new academic program element, 2) that sufficient faculty members are available or can be recruited to maintain a viable program, 3) that a curriculum is agreed upon by the proposed academic program element faculty, and the Curriculum Committee of the College, 4) that a graduate program leading to appropriate graduate degrees is assured by the Graduate School, 5) that space and equipment requirements are adequate and satisfactory to members of the prospective academic program element, the Dean will seek approval in turn, of the Academic Council, the faculty of the College, and the prescribed University councils, to organize the program as an academic program element of the University."

It should be emphasized that the organizational time schedule was quite emphatic, consistent with sound academic planning, about what would be required and the steps to be followed for a group of faculty members to actually become an Academic Faculty. It should also be noted here, therefore, that the actions taken at the College faculty meetings on October 20, 1967, and December 4, 1967, (see below), appear to ignore and violate these criteria. None of the Academic Faculties which emerged met all these criteria or followed the procedure outlined. However, four of

the Academic Faculties were essentially so unchanged, except perhaps in name, from their former organizations that they retained their courses, curricula, and graduate programs and met the criteria in fact if not in spirit. One Academic Faculty did not have its undergraduate curriculum approved by the College Curriculum Committee until April 2, 1969, nor its graduate program approved by that Committee until May 21, 1969. The proposed graduate program has not yet been approved by the Graduate School. Another Academic Faculty did not submit a curriculum and its proposed graduate program was disapproved by the College faculty on May 23, 1969. However, it has been authorized to give leadership in the development of an interdisciplinary graduate program. The remaining Academic Faculty has not submitted, and does not presently have any plans for submitting curricular proposals.

In summary, the plan for organization which was approved by the College faculty on April 25, 1967, was neither completely supported by the College faculty nor strictly adhered to by the College administration.

Having accepted the plan for organization, many faculty members and groups of faculty members began to develop and express ideas pursuant to forming special-interest groups that might become Academic Faculties. These activities proceeded throughout the remainder of the Spring Quarter, the Summer Quarter, and into the Autumn Quarter of 1967. Simultaneously, the ad hoc Committee on Implementation (the successor to the Committee on Reorganization) was considering the action necessary to proceed with the implementation of the Plan for Organization. The Committee on Implemen-

tation, chaired by Dean Johnson, comprised the members from the Committee on Reorganization and the five department chairmen. Dr. John D. Briggs, who chaired the Committee on Reorganization, was a member of the new ad hoc committee and was appointed Associate Dean on August 1, 1967. As Associate Dean, Dr. Briggs had as his principal charge the continuing development of the academic activities of the College, was to be responsible for the professional development of the College faculty, and was to chair the College Curriculum Committee.

At its meeting on October 10, 1967, the Committee on Implementation recommended the course of action; and Associate Dean Briggs conveyed this and additional information to the College faculty in his memorandum of October 17, 1967, announcing a College meeting on October 20, 1967, to consider the recommendation. Dr. Briggs stated in his memorandum that support and passage of the attached motion would simply result in placing the final authority for the creation or abolishment of units within the College with the College faculty. He elaborated,

"A majority of the college faculty present, and voting against the motion will maintain the present structure. . . in the College of Biological Sciences, and continue to recognize the established procedures for creation or abolishment of departments. It is important to note that collegiate action in favor of the motion provides the opportunity for the development of Academic Faculties, and at the same time, does not impose a new structure upon us as faculty members in the College. The minimum effect would be the designation of existing departments each as an Academic Faculty on January 1, 1968."

Dr. Briggs added that ". . . the opportunity is at hand to move more imaginatively." In addition, he reminded the faculty that the entomologists in a report dated June, 1967, to Vice President Corbally, had recommended the formation of an Academic Faculty of Entomology and that the Vice President had requested a study to recommend an administrative structure for entomology which would properly coordinate and

support the activities within the College of Biological Sciences with those of the Ohio Agricultural Research and Development Center and of the Ohio Cooperative Extension Service. Pointing out that, as a potential Academic Faculty, the entomologists satisfied the criteria for establishing an Academic Faculty, Dr. Briggs recommended favorable action on a motion which would be made to create an Academic Faculty of Entomology at the October 20 meeting.

On October 20, 1967, the faculty of the College of Biological Sciences assembled for a meeting which lasted two hours and forty-five minutes and which has been described by numerous faculty members as the most confused and poorly conducted procedure they could remember. After a few announcements by Dean Johnson, the motion which had been distributed with the October 17 memorandum was presented. The motion stated:

"Whereas, the faculty of the College of Biological Sciences accepted a plan on April 25, 1967, for the organization of the College, be it

RESOLVED, that on January 1, 1968, the College Faculty, acting in accordance with University Rule 23.03, abolish the . . . departments. . . of the College of Biological Sciences, and that the new basic units (Academic Faculties) for instruction, research, and extension in a defined field of learning be established at that time in such numbers as is /sic/ necessary to meet the needs of and to serve at the discretion of the College Faculty."

A motion was made, seconded, and passed to consider this general resolution and the appended itemized paragraphs (a through i) separately.

An amendment to the general resolution was then moved and seconded. The amendment read, ". . . new basic units for instruction, research, and extension 'will include the Charter Academic Faculties of Botany, Biochemistry, Biophysics, Entomology, Microbiology, and Zoology.'" Approval of this amendment would have accomplished what Dr. Briggs referred to, in his October 17 memorandum, as the minimum effect of

designating the existing departments each as an Academic Faculty. The amendment did provide, however, for the recognition and separate designation of Entomology. (For some weeks prior to this meeting, members of the College faculty became more and more exercised about the haste and pressure at the College level to implement the plan for organization "at one fell swoop" and at the expense of existing and known structures. They had no firm guarantee of what they would have in return. These members of the faculty were reluctant to relinquish their positions and departmental affiliations before they knew what Academic Faculties would be formed and before they knew what their new positions and new affiliations might be. The plan for organization provided that faculty members of the College would be given the opportunity to unite in groups for joint efforts in several fields of instruction and research to deal with the new intellectual thrusts in biology. The plan did not call for the immediate, complete, and simultaneous abolition of all existing departments, nor did the plan permit this, as explained above. The requirements were quite explicit as to how and when a group of faculty members would achieve status as an Academic Faculty. It had been logically anticipated that, consistent with sound academic planning, groups would be formed from within departments and from among departments, and that, subsequent to adequate planning and meeting the requirements, spelled out in the organization time schedule, these groups would become Academic Faculties, gradually and eventually superseding the departments. When it became evident how the College administration interpreted its charge to proceed with the immediate initiation of the plan for reorganization which was to abolish all departments and establish several Academic Faculties in one action and to resolve to do this before the number and kinds of Faculties to be

established were known, many faculty members decided to support the aforementioned amendment.) After considerable discussion the motion to amend was defeated by two votes, whereupon the introducer of the amendment immediately moved to table the original motion (on the resolution). Dean Johnson, acting as chairman and parliamentarian simultaneously, ruled that since the motion to table would suppress debate and the question, a two-thirds vote would be required to pass this motion. With permission of the seconder, the motion to table was withdrawn to allow discussion. Following a lengthy discussion of the original motion, it was again moved that the original motion be tabled until the appropriate Academic Faculties could be determined. The motion to table was defeated. The vote was then called on the original motion and passed.

Paragraph a) of the motion was presented and amended, as were those of b) through i); and these sections were passed as amended. Only section a) will be discussed in this account. This section spoke to the maintenance and administration of the existing graduate degree programs. Since each of the existing departments had a graduate program with students at various stages in the completion of their degree requirements, and particularly since it was not known what Academic Faculties would be formed nor if their graduate programs would be approved by the Graduate School, it was necessary to protect both the graduate students and the graduate programs. Accordingly, section a) stated that each degree program would be administered by a graduate committee. Where the existing graduate degree program would be coincident with an Academic Faculty, the members of the graduate committee were to be appointed by the Chairman of that Academic Faculty. On the other hand, where graduate degree programs did not coincide with Academic Faculties, the respective graduate com-

mittees were to be appointed by the Dean of the College (of Biological Sciences). "Nominations for members of the Graduate Committee of a graduate degree program which does not coincide with an Academic Faculty shall be made yearly by and from among those faculty members approved by the Graduate School to participate in the program. The Dean of the College shall appoint the Committee members from among the nominees, and designate the chairman." As a result of these actions on October 20, 1967, three graduate programs were coincident with Academic Faculties as of January 1, 1968, and two were not; and the motion to establish an Academic Faculty of Entomology was passed.

On November 9, 1967, Dean Johnson provided the College faculty with a status report and proposed a time schedule for completing the reorganization.

"Ad hoc committees representing the groups that show promise of becoming Academic Faculties have been requested to prepare position papers for distribution to the College faculty, to inform each member concerning the objectives and the immediate responsibilities for the potential Academic Faculties. The following information is expected to be included in the proposed position papers:

1. Undergraduate student responsibilities
 - a. Existing or approved courses to be offered
 - b. Courses that might be proposed
 - c. Core courses program participation
2. Graduate student responsibilities
 - a. Existing or approved courses to be offered
 - b. Courses that might be proposed; e.g., seminars
 - c. Degree programs to serve students in the Academic Faculty
 - Existing degree programs
 - Degree programs to be developed
3. Objectives
4. Needs for immediate development of the Academic Faculty
 - a. Personnel.

"The position papers should be in the Dean's Office by noon on Tuesday, November 14, for distribution to the faculty by 5:00 p.m.

Commitments to Academic Faculties by faculty members, based largely upon the information in the position papers, will be obtained by personal contact during the week of November 20-24. Adjustments in responsibilities, definition of specific faculties, and at least tentative commitment by faculty members should be completed by noon Friday, November 24. In addition, the ad hoc working committees should continue to develop, during the week of November 13, the academic proposals for specific Academic Faculties representing the areas for which the committees are responsible. The final academic proposals should be in a form for distribution to the faculty no later than noon, Monday, November 27, in anticipation of a College Faculty meeting to be held on December 1. At that meeting the faculty will be asked to consider the charter Academic Faculties which will serve beginning January 1, 1968."

"We appreciate that completed academic planning cannot spring from an ad hoc committee, and must evolve as a result of deliberations of an active Academic Faculty. Hence, the academic plans presented during the next weeks will reflect the amount of time that a given group has worked together. For this reason, we can expect plans which range from a statement of commitment of faculty members to a set of objectives and responsibility for on-going course and research responsibilities to well-developed programs that are the result of several years of faculty study.

"During the month of December the many details will be settled incident to orderly transfers of personnel and responsibility."

These statements are included to demonstrate the apparent urgency with which the College was moving during the last two months of 1967. While these activities may have been necessitated by the action taken at the College faculty meeting on October 20, they do not appear to be necessitated by or consistent with the actions taken on April 25. The many details that were to have been resolved during December, 1967, continued to plague administrators and faculty alike during 1968 and early 1969.

Attached to the November 9 communication was a listing of seven potential Academic Faculties, each with the ad hoc faculty committee which was preparing the position papers for that Faculty.

At the one-hour College faculty meeting on December 4, 1967 (the meeting anticipated for December 1 had been postponed), Dean Johnson recalled, "... that on April 25, the Faculty of the College of Biological Sciences

accepted the plan for reorganization, and on October 20 set the date for the organization of the new Academic Faculties, and approved the establishment of an Academic Faculty of Entomology." In answer to a question regarding the administrative status of the Core Program, Dean Johnson stated that the program was not to be considered an eighth Academic Faculty, but rather to bridge all Academic Faculties, with the courses being under College jurisdiction. There then followed in succession six motions, seconds, and votes to approve and establish: 1) an Academic Faculty of Biochemistry and Molecular Biology, 2) an Academic Faculty of Biophysics, 3) an Academic Faculty of Genetics, 4) an Academic Faculty of Microbial and Cellular Biology, 5) an Academic Faculty of Organismic and Developmental Biology, and 6) an Academic Faculty of Population and Environmental Biology. All motions, except the fifth, were passed unanimously. Before adjournment, Dean Johnson stated that unless some objection were expressed by the faculty, the College Curriculum Committee would assign the existing courses to the newly established Academic Faculties.

Actions of committees or councils at various levels within the University and of the Board of Trustees effected two major changes in the administration and organization of the College of Biological Sciences on January 1, 1968. On that date, four new colleges came into existence, which collectively, with the College of Biological Sciences, established a federation of five so-called basic colleges, The Colleges of The Arts and Sciences. These include: College of The Arts, College of Biological Sciences, College of Humanities, College of Mathematics and Physical

Sciences, and College of Social and Behavioral Sciences. Also effective on January 1, 1968, were the abolition of the existing five departments and the creation of seven Academic Faculties within the College of Biological Sciences.

When the College of Biological Sciences was created, authorizations for the baccalaureate degrees and for all degree programs associated with the units making up the College were transferred from their previous locations to the College of Biological Sciences, effective with the beginning of the Autumn Quarter, 1966. Therefore, effective that date, most undergraduates majoring in a biological science were transferred to this College.

On September 1, 1966, Dr. Robert S. Platt was appointed Assistant Dean and two Academic Counselors, Miss Frances Naylor and Mr. Charles Florio, were added to the College staff to handle student programs and affairs. Following Dr. Platt's resignation as Assistant Dean (December 31, 1967), Assistant Dean John Stephens assisted with student affairs; and in March, 1968, a third Counselor, Mr. Bruce Riddle, was added to the staff to work in that area.

During this period, from Autumn Quarter 1966, through December, 1967, undergraduate counseling, programs and major were the province of the College of Biological Sciences and the responsibility of the Dean of the College. With the establishment of the Colleges of The Arts and Sciences, these were changed and became the province of that federation.

At the close of the Summer Quarter, 1968, the students, their records, and the three Counselors were transferred to The Colleges of The Arts and Sciences, and the administrator responsible for these was the Dean for Undergraduate Programs.

The affairs and related concerns of The Colleges of The Arts and Sciences are administered by a Coordinating Council of Deans, composed of the Deans of the five colleges and the Dean for Undergraduate Programs, with one of the Deans serving a four-year term as Chairman.

Within the College of Biological Sciences, on January 1, 1968, the seven Academic Faculties became a reality. For all practical purposes, however, in terms of primary appointments or affiliations, each of four departments simply became an Academic Faculty while the fifth department split into three Academic Faculties.

1. The Department of Biochemistry became the Academic Faculty of Biochemistry and Molecular Biology, retaining all its courses listed under the Registrar's Department of Biochemistry, and remaining coincident with, and therefore responsible for, its undergraduate major and its graduate program. It gained one faculty member from the Institute for research in Vision.
2. The Department of Biophysics became the Academic Faculty of Biophysics, retaining both its original identity and jurisdiction.
3. The Department of Microbiology became the Academic Faculty of Microbial and Cellular Biology, increasing its faculty by two members from Zoology and Entomology, and one member from Botany. It retained all its courses, listed under the Registrar's Department of Microbiology. (On March 5, 1969, it was given responsibility for Biology 312, General Cellular

Biology, which was previously the responsibility of the Department of Zoology and Entomology prior to the course being assigned to the so-called core program.) Being coincident with the undergraduate major in Microbiology and with the graduate program in this field, the Academic Faculty remained responsible for these curricula and programs and continued to administer them.

4. The Department of Botany became essentially the Academic Faculty of Organismic and Developmental Biology. One member of the Botany Department transferred to the Academic Faculty of Microbial and Cellular Biology; one member transferred to the Academic Faculty of Population and Environmental Biology; and two others transferred to the Academic Faculty of Genetics. Four members from the Zoology Department joined the Academic Faculty of Organismic and Developmental Biology. This Academic Faculty retained jurisdiction over all but five Botany courses (one was transferred to the Academic Faculty of Genetics and the other four were transferred to the Academic Faculty of Population and Environmental Biology). The Academic Faculty of Organismic and Developmental Biology was given jurisdiction for a number of Zoology courses, including those in anatomy and physiology. However, the Zoology courses, other than those in anatomy and physiology, over which this Faculty actually had jurisdiction was the subject of debate and confusion which continued through the Spring Quarter of 1969. Although this Academic Faculty, as such, was not coincident with the Botany curriculum and graduate program, since the Academic Faculty included four

Zoologists and was administratively responsible for some Zoology courses, the Botany faction continued to administer and be responsible for its undergraduate majors and its graduate program. There was no Organismic and Developmental Biology curriculum or graduate program, nor has any ever been submitted as such.

5. From the Department of Zoology and Entomology originated three Academic Faculties--those of Entomology, Genetics, and Population and Environmental Biology--with two other faculty members joining Microbial and Cellular Biology and four joining Organismic and Developmental Biology. Two members from the Botany Department joined Genetics and one from Botany joined Population and Environmental Biology. The Department of Zoology and Entomology had had jurisdiction over courses listed under three separate Registrar's Departments, Biology, Entomology, and Zoology.

The Academic Faculty of Entomology became completely aligned with the courses over which it had jurisdiction, and was responsible for its curriculum and undergraduate majors.

The Academic Faculty of Genetics became responsible for those Biology courses that were of genetic content and for one Botany course, but had no curriculum or graduate program.

The Academic Faculty of Population and Environmental Biology assumed responsibility for certain appropriate courses listed under Biology, for four Botany courses, and for all Zoology courses not assigned to Organismic and Developmental Biology. (All courses listed under the Registrar's Department of Zoology were assigned either to Organismic and Developmental

Biology or to Population and Environmental Biology. For some of these courses, assignment and responsibility were clear and undebatable; for others, confused and contested.)

Population and Environmental Biology had no curriculum or graduate program. Those undergraduate students majoring in Zoology were following a curriculum for which there remained no administrative or academic unit and were being advised by faculty members from five different Academic Faculties (Entomology, Genetics, Population and Environmental Biology, Organismic and Developmental Biology, and Microbial and Cellular Biology).

The graduate program for Zoology and Entomology existed as if it were an eighth faculty, as this program was not coincident with any other structure in the College. Those graduate students in this program had been admitted to, and were registered in, the Graduate School in Zoology and Entomology. Consequently, when this department was abolished these students had no academic affiliation and were administered by the continuing Graduate Committee for Zoology and Entomology. (This committee was composed of a member from the Academic Faculties of Entomology, Genetics, Organismic and Developmental Biology, and Population and Environmental Biology).

In addition to the primary memberships of these seven Academic Faculties, there were numerous secondary and tertiary affiliations that were referred to as associate faculties (i.e., associate members). At least three faculty members did not immediately affiliate with any Academic Faculty and were subsequently "assigned." The plan for organization as

implemented on January 1, 1968, simply reshuffled departments, courses, and faculty members, and resulted in a number of unforeseen academic and administrative problems and in considerable confusion for the administrators, the faculty, and the students.

It may be noted at this point that the greatest sources of confusion and consternation for the faculty seem to have been what have been referred to as: 1) lack of sufficient and effective communication among the College administration, the College committees, and the College faculty, and 2) too many unilateral administrative decisions by the College administration. Dean Johnson, in a communication dated December 8, 1967, stated, "... I shall make every effort to keep you fully informed of all that transpires. While in the interest of administrative efficiency, some actions may be taken on behalf of the faculty, it is also my intent, as we proceed, that all matters which require faculty decision will be submitted, either to the faculty or to the appropriate faculty committee for their consideration."

Perhaps the best example typifying these situations is that concerning the jurisdiction and listing of courses of instruction. On December 4, 1967, Dean Johnson had stated that the present Curriculum Committee would assign existing courses to the Academic Faculties (present Curriculum Committee consisted of a member from each of the five existing departments). However, on December 8, 1967, he instructed each Academic Faculty to determine its curriculum committee and to elect its representative to serve on the College Curriculum Committee; and on December 22, 1967, Dean Johnson clarified this charge:

"Earlier it was anticipated that the present College Curriculum Committee would be asked to assign responsibility for existing courses to the various Academic Faculties. The new committee, with representatives from each of the new Faculties, will act on this matter."

"If emergencies should arise concerning scheduled course offerings, the instructor should seek the assistance of the Chairman of the Academic Faculty or collegiate Director of the unit having responsibility for the course. Decisions regarding operational responsibility for a course should be directed by the instructor to the chairman of the Academic Faculty in which the instructor has selected primary membership."

(Until these course responsibilities were resolved, it was impossible for the instructor to "...seek the assistance of the Chairman of the Academic Faculty or collegiate Director of the unit having responsibility for the course."

Notwithstanding the Dean's directive regarding the assignment of courses, Associate Dean Briggs, on January 15, 1968, issued a memorandum to the College Curriculum Committee on the confirmation of course responsibility; it stated:

"The confirmation of specific course responsibility to Academic Faculties is for the immediate future. This is necessary in order to make possible the allocation of funds for operation, determination of Teaching Assistantship needs, and last, but extremely important, the class scheduling for time, space and personnel. This action is not to contradict the spirit and practical solution to overlapping course interest expressed in revised position papers for the Academic Faculties of Organismic and Developmental Biology and Population and Environmental Biology dated December 2 and December 4, 1967, respectively.

"In making the assignments I have considered the primary competency of the Academic Faculty to provide for the course and of primary importance, asked the opinion of the instructor where possible. Please bring to the Committee's attention those additions or corrections to the listings which will be necessary before official notification of each Academic Faculty."

The courses of major contention were, as noted earlier, those Zoology courses, exclusive of anatomy and physiology, which were assigned to Organismic and Developmental Biology and to Population and Environmental Biology. A cursory examination of the course distribution list prepared by Dr. Briggs (dated January 12, 1968), when compared with the faculty distribution lists (original dated December 22, 1967; subsequent one dated March 1, 1968),

revealed numerous instances of faculty members having their primary or sole appointments in one Academic Faculty while their courses had been assigned to the other Academic Faculty. Moreover, each of these two Academic Faculties was to claim or express the need for a given course in order to develop a major program.

Subsequent to Dr. Briggs' January 15 memorandum to the Curriculum Committee, that Committee referred to, considered, or acted upon some aspect of course jurisdiction or of course listings on not less than twenty occasions during the following thirteen months. During this period it had been agreed, by this Committee and the two Academic Faculties concerned, that those courses for which Population and Environmental Biology was responsible were to be listed under a Registrar's department of that title, but that those courses for which Organismic and Developmental Biology was responsible were to continue to be listed separately under Botany and under Zoology. On October 28, 1968, Acting Dean Briggs (appointed April 1, 1968, following Dean Johnson's resignation; see below) wrote to the Curriculum Committee, "... I do not support the recommendation that Botany and Zoology be considered as Registrar's Departments.... With advice from each Faculty Chairman and the Curriculum Committee, I will prepare lists of courses for which each Academic Faculty is responsible."

"As our College evolves, we will develop policies with respect to the specific authority which rests in various responsible committees in the College. I believe it is appropriate that the College Curriculum Committee officially express their view on matters such as the format of Book 18, and the responsibility for courses. Where, in the opinion of the Dean, this recommendation is not consistent with academic policies for the College, the Dean is obliged to exercise his discretion in these matters."

There then followed several petitions from the faculty:

"We, the undersigned, support the recommendation in toto of the College of Biological Sciences' Curriculum Committee regarding the format of course listings in our College, on the basis that decisions pertaining to course nomenclature require the mutual assent of the several Faculties. Accordingly, we specifically request that a decision not to accept the Registrar Departments of Botany and Zoology respectively be postponed until this matter can be reviewed by the permanent dean."

"The Academic Faculty of Entomology goes on record as requesting that:

1. The recommendations of the College Curriculum Committee that involve more than one (1) academic faculty be referred to the individual faculties concerned for action.
2. The recommendations of the College Curriculum Committee that involve a single academic faculty be referred back to that particular faculty for action.
3. In the event of a disagreement between the College Curriculum Committee and a Faculty or Faculties the matter should be referred to the total college faculty for action.
4. The administration of the College of Biological Sciences make every effort to assure that the academic policies of the College be the responsibilities of the faculty of the College."

Then, on November 20, 1968, Dr. G. Robert Holsinger, Assistant Vice President for Academic Affairs, addressed a letter to Associate Dean Donald K. Dougall, Chairman of the College Curriculum Committee (Dr. Dougall had been appointed Associate Dean on July 1, 1968). This letter stated:

"The purpose of this letter is to confirm the statements made to you during our meeting of November 19 relative to course listings in the 1970-71 Book 18.

"In keeping with the general principles in regard to the purpose of Book 18, it is the decision of this office that courses should be listed under the Registrar's listings of Botany and Zoology and should appear in normal alphabetical order thus making the catalog more useful for students and advisors and avoiding the redundancy of duplicate listings. There can be, of course, a cross-reference to the Faculty of Organismic and Developmental Biology under each of these listings."

While the communication resolved the question of how courses would be listed in the University Bulletin, the final resolution of course jurisdiction did not occur until the February 19, 1969, meeting of the Curriculum Committee. (Because of subsequent developments, these jurisdictional assignments are pending.)

Closely allied to these problems was the inauspicious handling of a proposal from Entomology for a separate graduate program in that Academic Faculty, which proposal was distributed to the College Curriculum Committee on May 8, 1968. (In January of 1968, the Academic Faculty of Entomology had submitted its proposal for a graduate program to the College office, which, through a genuine misunderstanding on procedural matters, forwarded the proposal directly to the Graduate School with a covering letter from Associate Dean Briggs. On February 13, 1968, Dr. Robert F. Miller, Assistant Dean and Secretary of the Graduate School, replied to Dr. Briggs:

"At its meeting of February 10, 1968, the Curriculum Committee considered the proposal of the Academic Faculty of Entomology to offer graduate degree programs in Entomology, and your letter of January 31 regarding graduate degree programs in Zoology.

"The committee voted to request the recommendation of the Faculty of the College of Biological Sciences before taking action on the proposals. We assume that you will be willing to place this matter on the agenda of an early meeting of the college faculty."

Failure to get this proposal to the Curriculum Committee before May, approximately 3 months later, has been attributed to two concerns: 1) What would happen to the Zoology graduate program if Entomology were established as a separate program? 2) How should one proceed in processing the proposal? Subsequently, the College Curriculum Committee (May 15, 1968) decided the proposal should be referred to the Chairman of the Academic Faculties for the reaction of the respective Faculties; and the Minutes of the Curriculum Committee of June 19, 1968, included the follow-

ing action:

"The Chairman was directed to communicate the committee's concern regarding implications of action it might take on the Entomology Graduate Program proposal. Specific questions of college policy regarding graduate programs and the need for a dialogue between graduate committees and academic faculty groups contemplating graduate programs was mentioned. The possible activation of a college graduate committee with advisory powers was suggested."

Consequently, the following letter was sent to Acting Dean Briggs on June 26, 1968:

"The Curriculum Committee is unable to act upon the Entomology proposal for a separate graduate program. The consensus is that there are many items of information that the Committee must possess before it can make an intelligent decision. The Committee would like to have your response to these questions:

1. What is the overall college policy regarding graduate programs?
2. If the college has not yet developed policy, who will do so?
3. Have the entomologists examined other University graduate program proposals? The Committee is informed that similar documents tend to be much more comprehensive.
4. What is to become of the Zoology portion of the existing degree program? This may not be a problem of the entomologists, but it certainly is a question to which the college must address itself.

"A Committee request for reaction to the Entomology Proposal from the seven Academic Faculties evoked only a single response. The Committee is undecided about the significance of this, but we do want you to know that copies of the proposal were distributed through Academic Faculty Chairmen.

"The Committee shall be happy to supply any additional information or assistance in this matter. We will continue to meet weekly through the summer in order to resolve this and other questions regarding curricula."

It should be noted that at this stage of its existence, the Curriculum Committee had not developed any criteria and procedures for action on course and program proposals. (In fact, the Committee agreed to assist

in the preparation of the "College Criteria and Procedures for Action on Course and Program Proposals," as requested by the University Provost on December 20, 1967, on the same day it received the Entomology proposal, May 8, 1968.) The plan for organization of the College stated only that the Curriculum Committee would be charged with regularly reviewing courses and curricula and recommending needed changes, and with reviewing and recommending needed changes in new courses and curricula. The plan also provided that the Executive Committee (the Academic Council) be empowered to act for the faculty in carrying out routine business, but specifically stated that routine business would not be interpreted to extend to creation or abolishment of instructional units or academic degrees. By early July, 1968, the Curriculum Committee had developed a set of criteria and procedures, which stated in part, "The Committee shall receive recommendations and formal proposals regarding courses, curricula, and degrees.... It is empowered to disapprove proposals or approve and transmit them to the Council on Academic Affairs. In certain instances the Curriculum Committee shall present approved proposals to the College Faculty for approval. Faculty review and approval shall be required when a degree program or major program is established, altered, or terminated." However, the Curriculum Committee took no further action on the Entomology proposal. In fact, the Minutes of the Curriculum Committee show only two subsequent references to graduate programs: On August 8, 1968, under "new business," topics that were to be discussed in due course included the graduate programs in the College (Entomology was not specifically mentioned); and the Minutes of November 13, 1968, record:

"In view of the debate in the College Faculty on the subject of the nature of the graduate programs to be offered, the Curriculum Committee felt it was not appropriate to examine

and establish requirements for procedures for the initiation of graduate degree proposals. The Committee asked, 'What is the collegiate policy and the framework within which the College Curriculum Committee is to operate?' The Committee further asked for a decision concerning the jurisdiction of courses within the Faculties of the College."

In retrospect, it is quite difficult to understand the nature of the confusion, controversy, and indecision relating to a procedural matter. It is equally difficult, therefore, to ascertain with any certainty why the Curriculum Committee failed to follow through on the proposal from Entomology. The plan for organization allowed that each Academic Faculty would have a graduate program. In fact, the organizational time schedule specifically required that a graduate program would be assured by the Graduate School before a group could achieve the formal status of an Academic Faculty. To what extent the miscalculated attempt by the College administration to promote a single, unified graduate program in Biology may have forestalled action on the Entomology proposal can not be ascertained.

Finally, in sheer desperation, the Entomologists, with the support of the College faculty at a meeting on November 25, 1968, forced the matter of their graduate proposal to the floor of the assembly and gained approval of the proposal and of forwarding it to the Graduate School, thereby completely removing this matter from the jurisdiction of the College Curriculum Committee. At this same meeting motions were also passed "... that there not be a single graduate program for biological sciences to serve all specialty areas, with specific identification for those specialty areas" and that graduate degree programs "... not be subsumed as areas of specialization under a general purpose graduate program."

At its meeting on December 30, 1968, the Curriculum Committee of the Graduate School unanimously voted to recommend approval by the Graduate

Council of the proposed graduate program in Entomology, with the provision that 1) the students and Graduate Faculty of Entomology and Zoology be separately designated, and 2) an interim graduate committee be appointed to direct the Zoology program until such time as another structure of graduate work may be established by the faculties of the College of Biological Sciences. The Graduate Council approved this proposal at its meeting on January 11, 1969, and notified the Council on Academic Affairs of its action. Thus, precisely one year from the date the proposal was originally submitted to the College office, it was approved by the Graduate Council. This action accomplished complete coincidence and harmony of the Academic Faculty of Entomology with its course jurisdiction and listings, its undergraduate curriculum, and its graduate program. At this time only the Zoology undergraduate and graduate students remained academic and administrative orphans within the College.

There is an interesting and anecdotal side light resulting from the approval of the Entomology graduate program. The Entomology proposal had specified which of those members of the Zoology and Entomology graduate faculty would be associated with the Entomology graduate program and constitute its graduate faculty. In accordance with the provision of the Graduate Council's action, that the graduate faculty of Entomology and Zoology be separately designated, all members of that graduate faculty were asked whether or not they wished to be associated with and advise students in the Zoology graduate program. Of all those members constituting the new, separate graduate faculty of Entomology, only five did not wish to be members of the Zoology graduate faculty simultaneously.

Less than one month after the establishment of the seven Academic Faculties and the associated changes, at a meeting of the College faculty on January 19, 1968, Dean Johnson formally announced his resignation, to be effective March 31, 1968, and expressed his regrets in leaving the College and the University. (Dean Johnson's impending resignation had become well known some days preceding this meeting. The meeting was held so that Dean Johnson could address the total College faculty and so that Vice President Corbally could discuss with the faculty the selection of the new Dean). Following his introduction, Dr. Corbally explained that it was the President's responsibility to recommend the appointment of a Dean to the Board of Trustees after he had conferred with the faculty and chairmen concerned. The members of the College faculty agreed that an Advisory Committee to the President should be set up and that it should be composed of seven members, one representative selected by and from each Academic Faculty. Before this meeting ended, two other concerns were expressed by the faculty; and these should be noted because they had been raised several times previously and would continue to be raised in the future. One of these concerns was the question of voting privileges relative to the number of Academic Faculties with which any given faculty member was affiliated. The other was the request for specific guidelines for academic and operating procedures within the new organization. Voting for a representative on the Advisory Committee was, by agreement, restricted to the primary Academic Faculty assignment; and further discussion and a decision on voting procedures were to be held at a future date. Before adjourning the January 19 meeting, Dean Johnson stated that information on Academic Council decisions (the College's Executive Committee) on procedural matters would be provided.

Although Dr. Johnson's resignation was to be effective March 31, 1968, he was on terminal leave during the last two weeks of that month. During this period, the affairs of the College office were administered by Associate Dean Briggs. On or about April 1, 1968, Dr. Briggs was named Acting Dean of the College and held this position until January 1, 1969, when he returned to full-time teaching and research. As a consequence of Dr. Briggs' new responsibilities, Dr. Robert W. Menefee, Core Director, assumed the role of Acting Chairman of the College Curriculum Committee, which position he held through June of 1968. Under Dr. Menefee's leadership, the Curriculum Committee adopted a set of rules to govern its internal operation, prepared a set of criteria and procedures for action on course and program proposals, and finalized for presentation to the College faculty on May 31, 1968, the requirements for the Biology Major Program and the Core Program (as noted above, these were approved at that meeting).

On July 1, 1968, Dr. Menefee was appointed an Assistant Dean in the College, in which new capacity he continued as Director of the Core Program and a member of the Curriculum Committee. Also effective that date, Dr. Donald K. Dougall assumed the position of Associate Dean of the College and became, therefore, Chairman of the Curriculum Committee. Joining Dr. Dougall on the Curriculum Committee at the same time was Mrs. Julia L. Marine, Assistant Dean and Secretary of The Colleges of The Arts and Sciences, to serve as Secretary of the Committee. There was a third appointment on July 1, 1968, that of Dr. C. Benjamin Meleca, as Assistant Director of the Biology Core Program. In this position, Dr. Meleca was responsible for the final planning and the development of the audio-tutorial system into the College's Bio Learning Center on the West Campus.

To be effective August 1, 1968, Acting Dean Briggs announced the appointment of Mr. David E. Spriggs as Assistant to the Dean, with primary responsibility in the area of fiscal affairs. At the end of August, 1968, Assistant John Stephens went on leave for the academic year 1968-69 with an Administrative Internship from the American Council of Education.

The last College-level appointment by Acting Dean Briggs was that of Dr. Henry L. Plaine, as Assistant Dean for Student Programs. By action of the Board of Trustees on October 9, 1968, Dr. Plaine's promotion to Assistant Dean was approved, to be effective October 1, 1968.

On September 3-7, 1968, the 19th Annual Meeting of the American Institute of Biological Sciences was held at The Ohio State University, with many members of the College faculty serving as local hosts. The General Chairman for this meeting was Dr. Bernard S. Meyer and the Program Coordinator was Assistant Dean John J. Stephens.

A long-awaited report from President Novice G. Fawcett was issued on December 26, 1968, to the faculty of the College of Biological Sciences. The President reported that the selection of a Dean for the College had been completed and announced:

"...on February 13, 1969, I will ask the Board of Trustees to ratify the appointment of Dr. Richard H. Bohning to the deanship--such appointment to be effective on January 1, 1969. Dr. Bohning...possess the scholarly and administrative training and experience to enable him to serve you, the College, and the University in a particularly significant way at this time and we are pleased that he has accepted this assignment.

"I want to express my appreciation to you for the way in which you have continued to support the growth and development of the College of Biological Sciences during the past year. I am

particularly appreciative of the service rendered by Acting Dean John Briggs and his staff. I know that Dean Bohning can count upon your continued assistance as he assumes his new duties."

On the first working day of the new year, January 2, 1969, the faculty and staff of the College of Biological Sciences received "A New Year Wish" from their new Dean, Dr. Richard H. Bohning, who wrote,

"It was with a deep sense of honor that I accepted the invitation to join you in this great adventure to build an outstanding College of Biological Sciences at The Ohio State University.

"I came to this campus many years ago to study under a distinguished scientist. Following receipt of my advanced degrees I made the decision to devote my life to making whatever contributions I could to this university. I have never regretted this decision. However, no position or assignment that I have had on this campus ever filled me with greater anticipation for opportunity to be of service than the role which I have now been given.

"The New Year is always a time for hope and the making of resolutions. I have resolved to do the best that I can to help you achieve the greatness that is within your capacity. It is my New Year Wish that you will join me in a true partnership in this endeavor. Let us hope that this new partnership, coming as it does with the beginning of a New Year, is an omen for a year of significant accomplishment.

"To each of you I extend my best wishes for a happy and rewarding New Year."

Embarking upon the deanship, Dr. Bohning enjoyed a number of advantages not shared by his predecessor. He had joined the faculty at The Ohio State University, in 1946, in the Department of Botany and Plant Pathology, and received his Ph.D. in Plant Physiology from that department in 1948. In 1957, after nearly a decade in an academic position of teaching, research, and advising undergraduate and graduate students, he was appointed Campus Coordinator for The Ohio State University/Agency for International Development Contract program concerned with the development of Agricultural Universities in India. In 1960, Dr. Bohning

was named an Assistant Dean in the College of Agriculture and Home Economics, and ascended to Associate Dean of that College in 1964, which position he held through December 31, 1968. During this period, he retained his professorship in the Department of Botany and became, therefore, a member of the Academic Faculty of Organismic and Developmental Biology when it replaced the Botany Department at the time of reorganization. Before the creation of the College of Biological Sciences, the Departments of Biochemistry (Agricultural Biochemistry) and of Zoology and Entomology, as well as the Department of Botany and Plant Pathology, had been in the College of Agriculture and Home Economics. Because of these various affiliations, Dean Bohning personally knew a vast majority of the faculty that composed the College of Biological Sciences and was knowledgeable about many of the courses of instruction and curricula, both at the undergraduate and graduate level, for which the College was responsible.

More important, however, as related to the new position he had assumed as Dean, Dr. Bohning, as both a faculty member and an administrator, was conversant with the numerous academic and administrative problems in the College of Biological Sciences.

At a general meeting of the College of Biological Sciences on January 10, 1969, a meeting to which staff, undergraduate, and graduate students were invited as well as faculty members, Dean Bohning remarked that most of those present knew him quite well since he had "... been in this business of university education for some time." He reflected, "This period has been filled with experiences of sufficient variety in teaching, research and administration to make me comprehend the breadth and significance of the challenges before us." Acknowledging that these experiences caused him to approach his new position and responsibilities

with humility, Dean Bohning added that he was sustained by the sight of so many individuals whom he numbered among his friends. Stating that, "Reference to friendship at this juncture may sound trite, but the development of friendship and mutual respect is important in the achievement of our objectives," Dr. Bohning continued:

"We must develop a true partnership among faculty, staff, students and administration. Through consultation and open discussion we must develop a common set of objectives and goals--objectives and goals to which we can all aspire. We must then set about the task of attaining them. As we move forward together to raise this college to a stature commensurate with that of its role in a comprehensive and distinguished University, we must respect the role that each of us has to play and the contributions that each, in his own way, can make."

"Since we are going to develop a true partnership, it is appropriate for us to know as much as we can about the philosophies and points of view of the various partners. It would not be inconceivable for you, as faculty, staff and students, to be curious about the manner in which I anticipate approaching my new assignment. Recognizing such a concern, I scheduled this meeting to give you the opportunity to gain some insight into my views and the philosophies which influence me.

"From the preceding remarks or those which follow, I want no one to infer that I am categorizing conditions as they are. It is too early in my new relationship with you to speak with any authority whatsoever from that point of view. My remarks are intended to indicate what I think conditions ought to be, not how they are. It is not my desire to reflect on the past, but rather look ahead to our opportunities."

"... my continuing role will be to assist to the best of my ability, in developing the kind of environment in this College most conducive to the scholarly achievements of our faculty and the intellectual growth of our students."

"The hallmark of performance in this College will be quality--and, quality performance will be rewarded wherever it occurs--in teaching, in research, in public service."

The Dean elaborated upon the teaching attributes and stressed the role of the administrator in encouraging and assisting teachers and in conveying to his faculty that he attaches great importance to good teaching. Dr.

Bohning stated that he had mentioned teaching first because he believed "... there is a feeling on the part of many that excellence in teaching is not as adequately rewarded vis-a-vis excellence in research"; and that he wanted to assure the group and emphasize that excellence of performance would be rewarded wherever it occurred.

"I strongly believe that we cannot and should not try to fit every person into the same mold. Some of our faculty are better teachers than they are researchers and some are better researchers than they are teachers. Each should be helped to find his place in our programs where he can make the greatest contribution and, at the same time, derive the greatest happiness and personal satisfaction."

Dean Bohning then addressed himself to the question of research, noting that basic versus applied research resulted in absurd categorizations. He stressed that, "Our role in University research should be to seek out the fundamental truths"; "All university research should be devoted to the search for fundamental principles"; and "All university research should have relevance to graduate education and should include a component for training of graduate students."

Following his discussion of the teaching and research activities, Dean Bohning summarized and continued:

"The preceding has been a somewhat expanded discussion of two of our major activities. In more general terms, the role and responsibilities of a College of Biological Sciences should include, but not necessarily be limited to the following.

1. To engage in meaningful instruction, research and public service in the fundamental biological sciences.
2. To provide opportunity to work cooperatively with our colleagues in other areas of the University whose activities build on the contributions of the biological scientist.
3. To provide instruction in those fundamental principles of biology which constitute an essential part of the general education of the undergraduate students of this University.

4. To provide instruction that will lead to excellence of students majoring in the biological sciences at both the undergraduate and graduate level.
5. To provide instruction that will develop the basic understanding of fundamental biological principles needed by those majoring in allied fields.
6. To make a sustained contribution to fundamental knowledge in all areas of the biological sciences through the continued development of a scholarly research program.
7. To assist the public in reaching a better understanding of the biological world in which we live.
8. To develop effective advisory programs at both undergraduate and graduate levels so that all students will be able to obtain maximum benefit from their university experiences.
9. To involve our students in the affairs of their College in effective and meaningful ways.
10. To provide a variety of educational experiences so that each student will have opportunity commensurate with his ability. We cannot and must not limit the attainments of our students by failure to provide challenging programs.

"A formidable task, but one which does not exceed your capabilities. In going about our work, I will look to the Chairmen of our several Faculties to give leadership to the accomplishment of our objectives. I plan to provide considerable autonomy at the Academic Faculty level regarding budgetary and personnel matters and program development. At the College level, we will be concerned with the development of policy guidelines within which Academic Faculty goals can be developed. The Chairmen will have sufficient authority to mobilize and use the talents of their staff members in the most effective manner possible.

"It is my view that although there is much in common among the sub-units of our College, there is sufficient diversity to merit such an approach to program development. Whether these sub-units are called Departments or Academic Faculties is immaterial. The fundamental difference between a Department and an Academic Faculty is in the number of University Councils or Boards involved in granting approval for their creation, alteration or abolition.... Once established, however, Academic Faculties can be just as viable and autonomous as Departments--- and should be. The bonds which hold an Academic Faculty together

are as strong as those which bind a Department. The existence of an Academic Faculty structure does not mean that faculty members are to be set adrift, nor can they cast off at the slightest whim to search for some nebulous opportunity in another Academic Faculty.

"If modification of the structure of certain Academic Faculties would seem to be in the best interest of our programs, we should not hesitate to recommend such changes to the Council on Academic Affairs. These changes do not have to be catastrophic and with the skill we possess we should be able to carry out the necessary remodeling.

"In the implementation of programs of Academic Faculties, certain services may be provided at the College level. The performance of these services should not be considered tantamount to removing policy jurisdiction from the Chairmen. There is an enormous difference between record making and record keeping.

"It is my desire to develop our programs and policies in an orderly and reasoned manner. I will need a little time to assess the capabilities of individuals within the College for certain responsibilities. I have therefore requested all Faculty Chairmen to assist me by continuing in their present positions. There is an accepted procedure for selecting Chairmen which involves consultation with the appropriate faculties. When a vacancy in a Chairmanship occurs, you can be assured that faculty will have the opportunity to participate in the selection process.

"Similarly, I have asked personnel in the Deans Office to continue their present assignments until I have had an opportunity to study the appropriateness of the present delegation of responsibilities. In the selection of my administrative colleagues, it is my intent to obtain the views and suggestions of the Chairmen. In fact, I will involve the Faculty Chairmen and through them, the faculty, in all the major decisions of this College.

"The University Rules are clear concerning the responsibilities and authority of Deans, Department Chairmen and faculty. A suggested pattern of departmental administration is set forth in the Rules of the University. The mention of Rules often causes undue alarm, but only if we fail to realize that rules may more often tell us what we can do rather than what we cannot do. Since the Rules of this University are the product of many years of experience and thoughtful study by our colleagues and cover most conceivable situations, I would hope we would not feel it necessary to encumber ourselves with an additional set of rules of anything more than a very modest nature. Whatever policy statements must be developed pertinent to our own particular set of circumstances will most certainly be developed by the individual or groups having jurisdiction over the policy matter in question. This means that such groups as the Academic Council and the College Curriculum Committee will be involved in policy matters in their areas of concern."

Concluding his remarks, Dean Bohning said that in expressing his views he welcomed reactions, "For only by the exchange of views can we evolve procedures which will ensure the development of a truly distinguished College."

"I am proud to be in this place at this point in the history of this College. I will do the best I can. I ask that you join me in a true partnership and that together, we go about our work with dignity and compassion for our fellowman."

"The Ohio State University, in creating the College of Biological Sciences, has given us a rare opportunity. Let us justify the faith in our ability reflected in the decision to unite us in a common purpose. Anything less than our best, will not be enough!"

(The complete text of the Dean's "Remarks to the Faculty, Staff and Graduate Students, College of Biological Sciences," presented January 10, 1969, is included in the appendix.)

The Dean's remarks were enthusiastically received, especially his observations on faculty rights and autonomy in academic, budgetary, and personnel matters, and his volition to consider desired or necessary modifications in the organization of the College.

Almost immediately following the reorganization of the College on January 1, 1968, there developed, among the problems and confusion referred to earlier, an increasing awareness and disenchantment, on the part of faculty chairmen and faculty members alike, with interpretations for further implementation of the Plan for Reorganization, particularly those affecting Faculty autonomy. A culmination was reached in August, 1968, when one Academic Faculty chairman wrote:

"We have now lived with the present plan for a sufficient period to see some of its weakness. Therefore, it is not unreasonable at this time to have a close look at the consequences of our initial efforts at reorganization."

"As I see it, there are three basic problems which we now face in terms of the reorganization of biology at The Ohio

State University. These are (i) morale of the faculty, (ii) autonomy of various groupings of faculty members, and (iii) direction and extent of development of the 'core' program. Obviously these problems are interrelated.

"The morale of the faculty is closely tied to the organizational plan. The College will succeed if and only if it has the wholehearted support and enthusiasm of the majority of the faculty. The organizational plan is important in that all collegiate activities are implemented through it. If a large segment of the faculty refuses to act according to the plan, the College will not develop in a proper and sensible manner."

"The morale of the faculty will largely determine the success or failure of our new adventure in reorganization. The College cannot proceed if a large number of the faculty members are unwilling to accept - or even accept grudgingly - the organizational plan.... Clearly if the College is to develop, it is first necessary to generate a spirit of enthusiasm for the college itself and for the various roles the faculty members are to play."

"The autonomy problem is important especially for a land-grant institution charged with a broadly based program of undergraduate and graduate training. Firstly, autonomy ensures that professional biologists, in their capacity as members of a faculty group, will largely determine their own destiny. Secondly, it helps prevent the possible conversion of a broadly based biological program into a narrow area of specialization."

"When a particular area of biology needs to be developed and a faculty is created to initiate a program to satisfy these needs, the college administration must allow the faculty members, who are professionals in their field, to determine their own destiny. To do this the faculties need geographically unified space, control over their budgets, and control over other functions normally pursued by departments."

"The assessment of the position that the faculty plays within the University framework and its role within the college must be made by the faculty members, themselves. From these assessments, priorities must be established in a well defined faculty program. The role of the college administration, apart from major policy decision making, should be that of facilitating the implementation of the various faculty programs as quickly as possible.

"It will be only when the faculties have maximum autonomy that they will be able to develop the creative potential that is so desperately needed to get our college moving toward its role of leadership in the statewide system of higher education.

"One of the most important reasons for autonomy is to ensure the continued existence of the several faculties that constitute

this college. Since Ohio State is a land-grant university, our college has an obligation to develop teaching and research programs in all areas of biology. This is such a vital concept that it is necessary to build protective devices which will prevent a conversion of a broadly based collegiate program into that of a narrow specialty. Under our present plan in which there is no faculty autonomy, the college could be easily converted, in a short period of time, into one of any number of specialized areas depending on the whims of the administration. This is the primary danger of administering the college as a large multi-faceted department."

"The 'core' problem is a very knotty one. The program itself was conceived as a lower-division structure in the revised... plan. This is obvious from the following excerpt taken from the plan:

(i) In the section on 'Faculties' -

'Each Academic Faculty will have the responsibility of development and management of curricula, graduate and upper division courses, and research programs in its field of study.'

(ii) In the section on 'Core-Course Activities', one such activity was described as follows:

'b) to provide a foundation for the upper division courses offered by the Academic Faculties in their specialty areas;'

However, in the context of the above, the revised plan also states:

'The courses to be offered by the Core-Course Activity shall be determined by the Curriculum Committee'.

This has been taken by some to mean that the Curriculum Committee can assign upper-division courses to the core-course activity. My personal view is that the Curriculum Committee does not have this authority, especially when such a course deals only with subject matter in the domain of one faculty. This kind of disagreement illustrates the interrelation between the problems of faculty autonomy and 'core' development."

A second chairman wrote:

"May I add my voice to those concerned about the tendency for the organizational pattern which we now are following to limit the autonomous action of Faculties in matters which, in my judgment, autonomy is essential."

A month earlier this same Faculty Chairman had addressed a letter to the

Chairman of the Curriculum Committee:

"Our Faculty has discussed the action of the Curriculum Committee.... Consequently we cannot support the action of the Curriculum Committee in reversing its recent position. May I also remind you that the College Faculty has already voted on this matter.... It is clear that further action of the Curriculum Committee in the direction you have taken may only come as a function of a general faculty decision."

The sentiments manifested in these extractions reflected a consensus among faculty chairmen and faculty members. With this additional background, one could more readily appreciate the significance and timeliness of Dean Bohning's address.

Within his first two weeks as Dean, in order to review and assess their roles and responsibilities, Dr. Bohning met with the College administrators: Dr. D. K. Dougall, Associate Dean; Dr. H. L. Plaine, Assistant Dean, Student Programs; Dr. R. W. Menefee, Assistant Dean and Director, Core Program; Mr. D. E. Spriggs, Assistant to the Dean; and Dr. C. B. Meleca, Assistant Director, Core Program. By January 16, 1969, Dean Bohning had prepared an "organization chart" for the College of Biological Sciences, supplemented with a roster summarizing the duties and responsibilities of each of the College administrators, which he distributed and discussed with the members of the Academic Council at their meeting on January 21, 1969. This action merits notation if for no other reason than the facts that it had not been afforded previously and that there had existed some confusion and overlap, even duplication, among the administrators' assumed duties. The Dean's review of assignments effectively clarified and resolved these situations. At this time Dean Bohning designated Assistant Dean Plaine to serve as Secretary of the Academic Council and of the College Curriculum Committee, in the latter duty to work and cooperate effectually with Mrs. Julia Marine, Assistant Dean and Secretary

of The College of The Arts and Sciences, on all items of mutual concern.

The following day, January 22, 1969, Dean Bohning addressed the Curriculum Committee on some of these same points and elaborated upon his understanding of the duties and responsibilities of the College Curriculum Committee. It is difficult to evaluate the Dean's influence on this matter; but the jurisdictions of those Zoology courses which had been sources of confusion and contention for over a year were mutually resolved within a month, on February 19, 1969.

At a meeting of the Curriculum Committee on January 29, 1969, Dr. Dougall had announced his resignation as Associate Dean (and Chairman of the Curriculum Committee), effective January 31, so that he could devote his full attention to teaching and research in cellular biology. Dean Bohning met with the Faculty Chairmen to discuss this matter and the appointment of an Interim Chairman; and on February 3, 1969, he addressed the following communication to the College Curriculum Committee:

"With the concurrence of the Chairmen of the Academic Faculties, I have asked Dr. Verl L. House to serve as Chairman of the College Curriculum Committee until an Associate Dean is named to replace Dr. Dougall who has returned to teaching and research in the Academic Faculty of Microbial and Cellular Biology. Dr. House has agreed to accept this responsibility and his appointment is effective immediately.

"Since Dr. House is also a member of the Curriculum Committee of The Colleges of The Arts and Sciences his appointment as Chairman of our College Curriculum Committee should contribute to the effectiveness with which he can serve both groups.

"We know you will give Dr. House your full cooperation."

Following the meeting of February 19, 1969, at which the jurisdictional problems of certain Zoology courses were resolved, the College Curriculum Committee (among other business discussed and transacted):

- 1) On March 5, 1969, agreed that the so-called core course,

Biology 311, 312, 313, and 314, be assigned to the appropriate Academic Faculties, with respect both to administrative jurisdiction and listing of these courses under the respective Registrar's departments. No action was taken on Biology 201 or 202 (Biology 202 has not been offered).

- 2) On April 2, 1969, approved a request from the Academic Faculty of Genetics for an undergraduate major in Genetics, as part of the requirements leading to a B.Sc. in the Colleges of The Arts and Sciences. Perhaps because he was overzealous, the Interim Chairman of the Curriculum Committee forwarded the request for this new undergraduate major directly to the (Acting) Dean for Undergraduate Programs, The Colleges of The Arts and Sciences, instead of submitting it with a recommendation for approval to the faculty of the College of Biological Sciences, as wanted by the plan for organization and the Curriculum Committee's own statement of criteria and procedures. No one questioned this action, however, nor was anyone likely to; and on May 12, 1969, the Council on Academic Affairs approved the request for an undergraduate major in Genetics.
- 3) On April 23, 1969, in accordance with actions taken on February 19, 1969, and on March 5, 1969, approved the request for a Registrar's department of Genetics and the transfer to that department of specific biology courses and a botany course. To be effective with the Summer Quarter, 1970, this was approved by the Council on Academic Affairs on May 22, 1969.

- 4) On April 30, 1969, after four meetings at which the proposal was discussed, debated, and modified, approved the proposal for a graduate degree program from the Academic Faculty of Population and Environmental Biology. The recommendation for approval of this graduate program was presented to the College faculty at a meeting on May 23, 1969.
- 5) On May 21, 1969, approved a proposal from the Academic Faculty of Genetics for a graduate degree program in that discipline. At a meeting of the College faculty on June 6, 1969, the faculty unanimously approved the proposal for a graduate degree program in Genetics, and the proposal was summarily forwarded to the Graduate School. Final approval of this program would equate the Academic Faculty of Genetics with four other Academic Faculties (Biochemistry and Molecular Biology, Biophysics, Entomology, and Microbial and Cellular Biology) and with any autonomous departmental structure. Genetics would have the appropriate Registrar's department for listing its courses, an undergraduate curriculum and major, budgetary autonomy, and a separate graduate program, and would meet, therefore, the criteria explicit in the plan for organization to be an Academic Faculty.

Another pending matter which Dean Bohning submitted for clarification to the members of the Academic Council at their meeting on January 21, 1969, was the unresolved question of applying for an institu-

tional grant. (At the College faculty meeting on December 4, 1967, Dean Johnson had presented a letter from Vice President Corbally indicating approval of the College of Biological Sciences undertaking the preparation of a proposal to the National Science Foundation for a University Science Development Program award, and had stated that the faculty members would be called upon to assist in the proposal's preparation. However, during the intervenient thirteen months, virtually no decisive attempt to frame a proposal had been forthcoming.) From time to time some thought had been given to requesting a grant for the development and expansion of The Franz Theodore Stone Laboratory at Put-In-Bay on Lake Erie, a facility of the College of Biological Sciences, with particular reference to developing a program in aquatic biology. At the January 21 meeting it was agreed, however, that a more rational approach would be to prepare a proposal having a substantive unifying and motivating central theme for the College as a whole.

Dean Bohning invited Dr. Thomas J. Curtin, Associate Director of The Ohio State University Research Foundation, to attend the meeting of the Academic Council on February 4, 1969, to provide some general background information in anticipation of a special meeting for February 12, at which the proposal was to be discussed more fully. Dr. Curtin reminded the Academic Council that the College of Biological Sciences had been designated by The Ohio State University, in early 1968, as the specific applicant for this major University Science Development Program award. Dr. Curtin added that this represented the University's greatest attempt to obtain one large block of money, the maximum amount possible being \$6,000,000. Having provided additional information, Dr. Curtin concluded by emphasizing that the preparation of a proper, first-rate proposal would

demand considerable time and effort and that, consequently, the project could not be undertaken as extra work.

After some preliminary discussions, Dean Bohning reported on February 18, 1969, that it appeared the College would obtain some money to work on the proposal and that the most important thing, therefore, was to appoint a full-time coordinator to undertake the project. On March 4, 1969, the Dean reported that Dr. Carroll A. Swanson had been appointed coordinating author and editor of the proposal for the National Science Foundation Science Development Program award. The Dean added that Dr. Swanson was to be relieved of his other duties and responsibilities for this undertaking and that he would be assisted by Dr. Chester Randles and Dr. Thomas Curtin.

By April 29, 1969, Dr. Swanson and his associates had prepared for distribution to the members of the Academic Council copies of the plan of the proposal and of drafts for two sections of the proposal. During the months of May and June, 1969, this group worked, both alone and in frequent meetings with the Faculty Chairmen, to develop a truly significant and unifying proposal for and from the whole College of Biological Sciences.

In its proposal of October 1, 1965, for the creation of a College of Biological Sciences, the Academic Board had called attention to the poor and deteriorating record of the biological disciplines in attracting outside support. Following the creation of the College of Biological Sciences, both before and after its reorganization, there did not appear to be any significant increase in the number of grant applications submitted or awarded. In fact, in May, 1969, Dr. Curtin informed Dean Bohning that there had been a recent decline in requests submitted, and indi-

cated a desire for an increase in proposals and applications from the faculty for research grants and contracts. One may conclude that the Dean's affirmative action, during his first month in office, in grasping the opportunity to develop the NSF proposal had a significant and positive effect in uniting the Academic Faculties of the College of Biological Sciences.

At a meeting of the Academic Council on June 3, 1969, Dr. Swanson presented a further progress report on the proposal and stated he felt the College had a firm understanding with the University Administration on necessary financial support. Dean Bohning added that it appeared evident the University would provide support of the magnitude necessary to reflect a strong commitment to the development of the biological sciences.

At that meeting on June 3, 1969, a quite unrelated item was also presented to the Faculty Chairmen, an item to which the Dean had alluded during his January 10 address to the College and an item which had been a frequent source of administrative concern since January 1. Stating that it appeared both necessary and desirable to bring the details of the administration of the College into line with those of the University, and that this College's rules should be within the context and framework of the University's rules, Dean Bohning distributed a draft of "Rules for the College Faculty," together with a covering letter which read:

"During the past several months I have attempted to develop administrative policy and provide support for various programs throughout the College, based upon what I believe to be the goals this faculty has established for itself.

"Repeated references have been made to 'The Plan for Organization, College of Biological Sciences, Revised 4/12/67 and 4/25/67.' I have found this document to be very interesting from the standpoint of what may have been a desired plan of organization at that time. I have also found it to be very difficult to interpret in terms of developing administrative procedures given the present state of College organization.

"In light of exceptions which have been made to certain portions of the document, and the differing interpretations which can and have been placed upon certain sections, I seriously question whether the document can be applicable to the present administration. It is therefore, my recommendation that we retain that document for its historical value and adopt a set of Rules for College Faculty, College of Biological Sciences, to guide us in developing sound procedures and programs from this point forward.

"Accordingly, I am distributing to each of you a draft of Rules which I believe provide a modest, but adequate set of guidelines to insure faculty and student involvement in the development of programs and policies.

"It is my recommendation that we discuss this draft and develop from it a set of Rules for College Faculty with which we can all agree. I would then ask each of you to discuss with your respective Academic Faculties, the statement which we adopt. I would hope that each of you could obtain approval of this statement from your respective faculties so that we could use this procedure for obtaining a set of Rules for College Faculty without having to call a meeting of the entire faculty."

The draft of "Rules," though quite modest when compared to the more elaborate "Plan for Organization," was nevertheless comprehensive, efficacious, and, most important, clearly intelligible. Each chairman studied the draft and returned it together with his suggestions or comments. Having received back these annotated drafts, Dean Bohning undertook the preparation of a consentient statement of rules for further discussion. A copy of these revised rules, as distributed to the College Faculty on July 11, 1969, for its study and possible adoption, is included in the appendix.

Undoubtedly, the most preposterous results of the implementation of the whole plan for organization were the establishments of the Academic Faculty of Organismic and Developmental Biology and the Academic Faculty of Population and Environmental Biology on January 1, 1968. The ensuing problems were far more basic than the questions of the jurisdiction and

listing of some courses of instruction. The Faculty of Organismic and Developmental Biology comprised the former Department of Botany, minus four faculty members, plus four faculty members from the Department of Zoology and Entomology. The Academic Faculty of Population and Environmental Biology, on the other hand, consisted of one faculty member from the Department of Botany joining a number of faculty members from the Department of Zoology and Entomology.

The Academic Faculty of Organismic and Developmental Biology made no attempt to develop a single, unified curriculum in that discipline, and the Botany faction maintained the Botany undergraduate and graduate programs. This Faculty had a Curriculum Committee composed of two sub-units, a committee for botany and a committee for zoology. The frequent requests by its Interim Chairman (who refused to be Chairman of such a Faculty) for the designation of an Academic Faculty of Botany, at first with a corresponding Faculty of Zoology and eventually with or without it, were unacceptable to both Dean Johnson and Acting Dean Briggs. On October 1, 1968, an Assistant Chairman was designated in this Faculty to handle and administer to the "zoology" needs.

Conversely, the Academic Faculty of Population and Environmental Biology, having accepted the status of its organization, undertook the development of a graduate program, although it did not attempt to develop an undergraduate major curriculum. The proposal for a graduate degree program in Population and Environmental Biology was distributed to the members of the Curriculum Committee at their meeting on February 12, 1969. The proposal that was originally submitted appeared to be too narrowly conceived. The proposal was based primarily upon past accomplishments in the Department of Zoology, and the following three questions were asked

repeatedly: 1) How does this proposal relate to the present Zoology graduate program? 2) How is this proposal different from what already exists in that program? 3) Is this clearly a proposal for Population and Environmental Biology? These and other questions were eventually resolved to the satisfaction of the Curriculum Committee which voted to approve the proposal on April 30, 1969. It became increasingly apparent to a number of faculty members, however, that if a graduate program were to speak truly to Population and Environmental Biology, in its broadest concept and permitting no obvious deficiencies or shortcomings, such a program could not be developed solely within the confines of a single Academic Faculty, but that a genuine program would have to be developed as an interdisciplinary one across the entire College.

Being aware of these continuing problems, Dean Bohning had met jointly with the Academic Faculties of Organismic and Developmental Biology and Population and Environmental Biology, and on April 1, 1969, reported to the members of the Academic Council that some reorganization may be forthcoming from Organismic and Developmental Biology. In answer to a question, Dean Bohning indicated that it was possible that the proposal to be developed might include that Faculty's responsibility for introductory Biology as well as introductory Botany and introductory Zoology. On April 29, 1969, the Chairman of the Academic Faculties did receive a proposal from the Faculty of Organismic and Developmental Biology to change its name to the Academic Faculty of Biology. Stated among the objectives and responsibilities were the undergraduate major programs in Biology, Botany and Zoology, and primary responsibilities to maintain and strengthen the existing graduate programs in Botany and Zoology. Consequently, the new faculty was to be responsible for the

introductory courses in General Biology, the introductory and basic courses in Botany, and the introductory and basic courses in Zoology. The Chairmen were asked to study this proposal, discuss it with their faculties, and submit their comments to the Acting Chairman of the Faculty submitting the proposal. This proposal received virtually no support from some Academic Faculties and was opposed by the other Academic Faculties. Consequently, the status and internal problems of the Faculty of Organismic and Developmental Biology remained unaltered and unsatisfactory.

A meeting of the College faculty was called on May 23, 1969, to discuss the recommendation of the College Curriculum Committee to approve the proposal for a graduate degree program in the Academic Faculty of Population and Environmental Biology. However, as a consequence of those problems stated above and elsewhere in this account, it appeared that the majority of the faculty members realized the truth of the state of reorganization and moved accordingly. The faculty of the College of Biological Sciences voted to approve the following action and authorized the Dean to implement this as soon as possible:

- "1. The present Faculties of Organismic and Developmental Biology and of Population and Environmental Biology will be renamed the Academic Faculty of Botany and the Academic Faculty of Zoology, respectively.
2. All courses presently listed in the Registrar's Department of Botany will be the responsibility of the Chairman of the Academic Faculty of Botany.
3. Any faculty teaching courses listed as Botany will have a salaried appointment in the Academic Faculty of Botany. They may have additional salaried or non-salaried appointments in other Faculties or departments as appropriate.
4. All courses presently listed in the Registrar's Department of Zoology will be the responsibility of the Chairman of the Academic Faculty of Zoology.

5. Any faculty teaching courses listed as Zoology will have a salaried appointment in the Academic Faculty of Zoology. They may have additional salaried or non-salaried appointments in other Faculties or departments as appropriate.
6. The only exception to the above will be those courses in Biology, Botany and Zoology which have been transferred to the Academic Faculty of Genetics.
7. The Academic Faculty of Zoology will be authorized to organize interdisciplinary graduate programs in Environmental Biology.
8. The Academic Faculty of Botany will be authorized to organize interdisciplinary graduate programs in Developmental Biology.
9. The Directors of these interdisciplinary programs will initially be the Chairmen of the respective Academic Faculties or their designees."

Seventeen months after the reorganization of the College of Biological Sciences, seventeen months of confusion and frustration, Dean Bohning forwarded a letter to Vice President Corbally which reflected perhaps the most positive and decisive action taken by the College faculty:

"At a meeting on Friday, May 23, 1969, the faculty of the College of Biological Sciences approved the following with respect to the organizational structure of this College:

1. Change the name of the Academic Faculty of Organismic and Developmental Biology to the Academic Faculty of Botany.
2. Change the name of the Academic Faculty of Population and Environmental Biology to the Academic Faculty of Zoology.
3. Authorized the Academic Faculty of Zoology to initiate steps to organize interdisciplinary graduate programs in environmental biology
4. Authorized the Academic Faculty of Botany to initiate steps to organize interdisciplinary graduate programs in developmental biology.
5. Approved the appointment of the Chairmen of the respective Academic Faculties or their designees as the initial directors of these interdisciplinary programs.

"Approval of these name changes would result in the faculty of the College of Biological Sciences being organized into units designated as Academic Faculties representing the following disciplines: Biochemistry and Molecular Biology; Biophysics; Botany; Entomology; Genetics; Microbial and Cellular Biology; and Zoology. With the approval of the Council on Academic Affairs for a Registrar's department of Genetics, the College organization now provides for a congruent alignment of Academic Faculties and Registrar departments.

"The concept of such programs as environmental biology, developmental biology, and population biology, has not been lost, rather it has been strengthened. These programs can now become truly interdisciplinary drawing upon the strengths of the faculty throughout the College. As new courses are developed to represent broad biological concepts, it would seem to me that the Registrar's department of Biology could well serve to provide visibility for such total College efforts.

"If I might add another personal observation, the faculty of the College of Biological Sciences took a very significant step at its meeting on Friday when it gave recognition to the true nature of the faculty groups which had emerged during the process of organization of this College. The names are now appropriate, the course responsibilities are clear and understandable, and the modern concepts of biology which this College desires to develop can now emerge with the full support and participation of members of Academic Faculties throughout the College.

"It seems to me that the basic internal organizational process of this College has now reached a very sound basis for the development of distinguished programs in the biological sciences on this campus.

"Other matters which were approved by the College faculty relative to the implementation of items 1 through 5 are considered to be internal matters which do not require approval of the Council on Academic Affairs. In fact, the motion on these matters stated in part, that the Dean be authorized to implement these changes as soon as possible.

"The decisions mentioned above on the part of the faculty of this College brings to a close the lengthy discussions which have occurred regarding internal organization. The path ahead seems filled with great opportunities.

"We sincerely hope that the Council on Academic Affairs will give its approval of these requested changes."

The Dean's letter of May 26, 1969, summarized concisely and precisely the net result of the tumultuous reorganization of The College of Biological Sciences.

At its regular meeting on July 7, 1969, the Council on Academic Affairs approved the establishment of an Academic Faculty of Botany and an Academic Faculty of Zoology.

On July 10, 1969, Dean Bohning recommended the appointment of Dr. Carroll A. Swanson as Associate Dean of the College of Biological Sciences, to be effective August 1, 1969.

APPENDICES

1. College of Biological Sciences, Administrative Officers
2. College of Biological Sciences, Reorganization Chart
3. Plan for Organization, College of Biological Sciences
Revised 4/12/67 and 4/25/67
4. Remarks to the Faculty, Staff and Graduate Students,
College of Biological Sciences, by R. H. Bohning
(January 10, 1969)
5. Rules for College Faculty, College of Biological Sciences
July 15, 1969
6. The Graduate Research Center for Biological Sciences

COLLEGE OF BIOLOGICAL SCIENCES
ADMINISTRATIVE OFFICERS

DEAN:

Ralph M. Johnson, Jr. (Acting), 7/1/66 - 9/30/66
Ralph M. Johnson, Jr., 10/1/66 - 3/31/68

John D. Briggs (Acting), 4/1/68 - 12/31/68

Richard H. Bohning, 1/1/69 -

ASSOCIATE DEAN:

John D. Briggs, 8/1/67 - 3/31/68

Donald K. Dougall, 7/1/68 - 1/31/69

Carroll A. Swanson, 8/1/69 -

ASSISTANT DEAN:

John J. Stephens, 7/1/66 - 8/31/68
(on leave, 9/1/68 - 6/30/69)

Robert S. Platt, 9/1/66 - 12/31/67

Robert W. Menefee, 7/1/68 - 9/30/69

Henry L. Plaine, 10/1/68 -

ASSISTANT TO THE DEAN:

David E. Spriggs, 8/1/68 -

DIRECTOR, BIOLOGY CORE PROGRAM:

Robert W. Menefee, 5/1/67 - 9/30/69

ASSISTANT DIRECTOR, BIOLOGY CORE PROGRAM:

C. Benjamin Meleca, 7/1/68 -

COLLEGE OF BIOLOGICAL SCIENCES

Reorganization Chart

The accompanying diagram depicts the origins of the seven Academic Faculties, as of January 1, 1968 (see pp. 35-38). It illustrates how members of Departments transferred (horizontal lines) or dispersed (oblique lines), as well as where members of Academic Faculties originated.

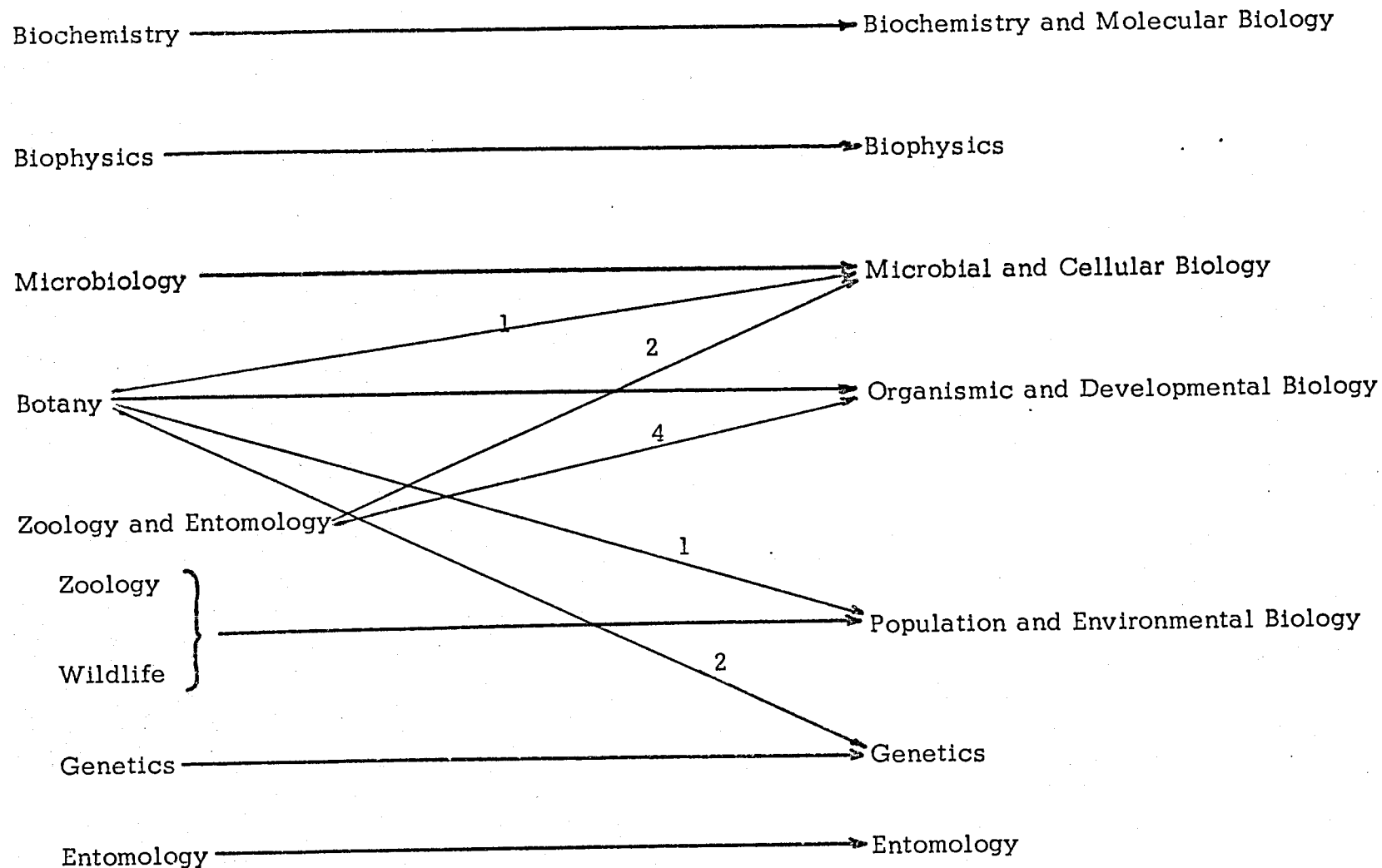
The Department of Zoology and Entomology had for years recognized and identified four major areas or "fields of specialization" within its boundaries: Zoology, Wildlife, Genetics, Entomology. The reorganization of the College of Biological Sciences simply provided for the emergence of two of these, Entomology and Genetics, as separate Academic Faculties, with the remainder of that department becoming the Academic Faculty of Population and Environmental Biology, except for six members who joined other Academic Faculties.

It also illustrates how Botany and Zoology were the only disciplines critically affected, and perhaps provides some clue as to why the two Academic Faculties originating from these departments were the only real sources of difficulties.

For all its pretenses, less than ten percent of the total College faculty were actually involved in a "real" reorganization.

DEPARTMENTS

ACADEMIC FACULTIES



PLAN FOR ORGANIZATION
COLLEGE OF BIOLOGICAL SCIENCES

Revised 4/12/67 and 4/25/67

A. ACADEMIC ORGANIZATION

I. OFFICERS

The Dean shall represent the College in all educational quarters in the University and in the nation. He shall be responsible for the building of, and the use of, the College's resources so as to achieve its stated objectives. In this he shall be assisted by advice from the College Advisory Board, the Academic Council, and the Curriculum Committee. In addition, he shall be assisted by appropriate administrative officers whose charge is to insure that College services are provided in those areas designated by the Dean, such as, student affairs and cost accounting for the College.

The Associate Dean for Academic Affairs shall have as his principal charge the continuing development of academic activities of the College. He shall coordinate the teaching and research activities of the facilities program elements administered within the College.

II. FACULTY

A major requirement of the College's organization is that it make simple and rapid the formation of new academic activities to deal with the new intellectual thrusts in biology. As a corollary, it should also make simple and rapid the redistribution of faculty efforts among the College's academic activities.

To facilitate this, the faculty members of the College will be given the opportunity to unite in groups for joint efforts in several fields of instruction and research. Such groups, each conducting the affairs of an academic program element, will be called Academic Faculties (see Appendix IV). Each Academic Faculty will have the responsibility of development and management of curricula, graduate and upper division courses, and research programs in its field of study. Membership in the Faculties will also be open to faculty members of other Colleges.

Each faculty member of the College will be associated with one or more Academic Faculties whose fields of study fit his interests. He will have a voice in the academic policy of each Academic Faculty in which he actively participates. Each Academic Faculty shall have a Chairman whose principal responsibility will be to serve as an intellectual leader for the Faculty and as an initiator of policy in its affairs. To free the Chairman for greater participation in academic activities, most of the routine administration will be handled by career administrators, each of whom may handle the affairs of several Academic Faculties (see Appendix II). Tenure will be considered to be in the College.

III. FACULTY COMMITTEES

1. The Academic Council shall be made up of the Dean (Chairman), Associate Dean (Vice-Chairman), the Chairman of each of the Academic Faculties, Public Services Director and the Core Courses Director. Directors for the Facilities Program Elements shall participate as consultants to the Academic Council. In representing the Academic Faculties, the Academic Council

may, in addition to other matters requested by the Dean:

- a) Advise the Dean as to the needs for professional development of the existing faculty and make recommendations and advise on policies governing appointments, tenure, and promotion;
- b) Advise the Dean as to the space and equipment requirements for the activities of each Academic Faculty relative to the immediate commitments of the College's resources;
- c) Interpret the College Advisory Board's progress reports and long-range recommendations for the College in terms of allocating the present resources of the College to various activities.

2. The Curriculum Committee shall be made up of an elected representative from each of the Academic Faculties, and the Core Director, and the Associate Dean for Academic Affairs, ex officio. The chairman of the committee shall be the Associate Dean for Academic Affairs. It shall be charged with:

- a) Regularly reviewing the courses and curricula offered by the College and recommending needed changes to the Academic Faculties and the Core Courses Director;
- b) Reviewing and recommending needed changes in new courses and curricula proposed by the academic program elements.

3. The College Advisory Board shall be made up of five faculty members who are representative of the biological sciences. Not more than one member may be drawn from each academic program element. Their terms shall be three years, and shall be staggered in order to have one or two members replaced every year. Three members will be elected by the College faculty and two members will be appointed by the Dean. The Associate Dean shall be an ex-officio member of the Board, and secretary, without vote. The Board will annually elect its chairman. The Board will be charged with:

- a) Reviewing the extent to which the College is achieving its objectives and the extent to which each program element is contributing toward that achievement;
- b) Reviewing academic standards of all divisions of the College;
- c) Making recommendations for changes in program elements and their relative efforts, for better achievement of the College's objectives;
- d) Making recommendations for changes in the organization of the College to better achieve its objectives;
- e) Reviewing and restating the objectives of the College, in consultation with the faculty of the College;

- f) Reviewing and making recommendations regarding the College's role in the University, the extent to which it is fulfilled and means for better fulfilling it.

B. COLLEGE ACTIVITIES

I. FACULTY PROFESSIONAL DEVELOPMENT

Continued intellectual growth and professional development is a particularly acute need for the faculty in the rapidly growing science of biology. The College must provide opportunities to the faculty for aiding this growth and development, and the faculty must use those opportunities and invest their own time to complement the College's investment.

It is recognized that professional development might be aided in many ways. What is essential is that it be formally recognized as a College activity and have its own budget and responsible administrative office. To this end, the Associate Dean for Academic Affairs shall be responsible for the professional development of the College faculty. He shall develop procedures and opportunities requisite to this. The latter might include recommending such assignments of faculty members as: original research, study leaves of absence, teacher training at other institutions or in experimental circumstances within the core-courses teaching.

Other means of aiding the professional development of the faculty might include: the option of nine or twelve month contracts in the University; an increase in the number of visiting scholars; institutional sponsorship of national and international symposia which focus attention on particular activities of the College; and expanded post-doctoral programs with formal recognition of the students.

This Committee recommends that a budgeted and formally recognized study leave or sabbatical leave system be instituted in the College.

II. CORE-COURSES ACTIVITY

The Core-Courses Activity shall be an academic program element which is operated as a collegiate activity and shall have no permanent faculty. It shall be the responsibility of a Core Director, who shall be appointed by the Dean. The Director shall be charged with the responsibility for organization and teaching undergraduate courses which:

- a) Provide the common foundation of the curricula in biology;
- b) Provide a foundation for the upper division courses offered by the Academic Faculties in their specialty areas;
- c) Satisfy the needs of students of other colleges.

The courses to be offered by the Core-Courses Activity shall be determined by the Curriculum Committee. College faculty members shall be assigned to the organizing and teaching of these courses, by the Dean, in

consultation with the Associate Dean, Core Director, and with the Chairmen of any Academic Faculties which may be involved.

This particular system for handling certain of the undergraduate courses is desirable because, first, it leads to emphasis on the unity of biology, second, because it makes the most efficient use of the College's resources, and third, because it allows the use of the College's best teachers for consultation and teaching where needed in undergraduate courses.

III. PUBLIC SERVICES ACTIVITY

The Public Services Activity shall be a collegiate activity for providing intellectual leadership for the community in regard to biological matters that affect society, and for assisting in the education of the general public concerning those matters. It shall be the responsibility of the Director of the Public Services Activity appointed by the Dean. The Director shall be advised by the Associate Dean and the Academic Council. The Director shall be a member of the Academic Council. Faculty members shall be assigned to this activity by the Dean in consultation with the Director and with the Chairmen of the Academic Faculties involved.

The Public Services Activity may:

- a) Develop and present formal and informal instruction in the social consequences of biological actions;
- b) Arrange symposia, panel discussions, and conferences;
- c) Provide publications;
- d) Provide information for use by the various news media.

IV. FACILITIES PROGRAM ELEMENTS

A Director for each Facility (see Appendices I and III) shall be appointed by the Dean. Each Director shall serve as a consultant to the Academic Council. The purpose of each Facility shall be to maintain facilities and to encourage research in a subject area by faculty, students, and visiting researchers; and to extend the competency of the faculty in the exploitation of unique facilities. Faculty members shall be assigned to each Facility by the Dean in consultation with its Director and the appropriate Academic Faculty Chairmen.

C. ALLOCATION OF COLLEGE RESOURCES

The resources of the College in achieving the objectives of the College, shall be allocated in approximately the following ratio:

- 40% - all student-contact teaching functions of the College;
- 45% - professional development of the faculty, including research not specifically used in teaching;
- 10% - administration and other University service functions;

5% - public service activities.

It is realized that this ratio may not be achieved immediately, but it is recommended that the first six-year academic plan of the College be so designed that this ratio is achieved before the end of that period.

D. ORGANIZATION TIME SCHEDULE

The plan will be initiated immediately following the formation of the academic administrative offices and committees described herein. The opportunity will be immediately available to develop interest groups such as those suggested by the Academic Program Element objectives given in Appendix IV. These groups will be formed as committees, and as rapidly as possible, consistent with sound academic planning, encouraged to prepare graduate and undergraduate curricula, determine their needs for graduate degree programs, etc. During this time seminars, information brochures, etc. might be considered legitimate activities describing and supporting their efforts. In these activities the advice and counsel of the College Advisory Board and the Curriculum Committee will be available where appropriate, and the preparations leading to the complete organization of each new program element will be coordinated by the Associate Dean for Academic Affairs. Care will be taken always to insure the continuation of necessary existing graduate and undergraduate curricula.

At such time as it has been determined (1) that adequate financial support can be given a new academic program element, (2) that sufficient faculty members are available or can be recruited to maintain a viable program, (3) that a curriculum is agreed upon by the proposed academic program element faculty, and the Curriculum Committee of the College, (4) that a graduate program leading to appropriate graduate degrees is assured by the Graduate School, (5) that space and equipment requirements are adequate and satisfactory to members of the prospective academic program element, the Dean will seek approval in turn, of the Academic Council, the faculty of the College, and the prescribed University councils, to organize the program as an academic program element of the University. The Academic Council shall recommend to the Dean the resources (personnel, financial, space, equipment, etc.) needed to put each academic program into operation.

PLAN FOR ORGANIZATION, COLLEGE OF BIOLOGICAL SCIENCES REVISION 4/25/67

Section E.

This plan respects the rights and responsibilities of individual faculty members presently guaranteed under the Rules for University Faculty. The members of each academic faculty, acting through their chairman or in College meetings, shall have all the responsibilities and prerogatives now afforded individual faculty members in the Rules for University Faculty, except those specifically restricted to the College administration and committees as described herein. The latter restrictions will be subject to review by the faculty at any time when ten or more members of the faculty petition for such review. The chairman of each academic faculty shall be responsible for carry-

ing out policy on behalf of his academic faculty in the same manner now provided for department chairmen in the Rules for University Faculty.

APPENDICES

The appendices to this report indicate the general realm of activities and responsibilities for the College, and should not be considered to define them completely.

APPENDIX I

DEFINITION OF A PROGRAM AND PROGRAM ELEMENTS

The program is a major collection of integrated resources that function as an entity (The College of Biological Sciences) to promote in rather specific directions the long-range purposes and objectives of the institution (The Ohio State University). The program contains several program elements that interact closely and promote the intermediate range objectives of the major program. A program element is an integrated combination of resources which facilitates the achievement of specific objectives, such as enabling a student to pursue a course of study. Each program element will be treated as a fiscally autonomous unit of the College.

I. ACADEMIC PROGRAM ELEMENTS

Members of the College faculty are united according to interests into Academic Faculties which conduct the affairs of certain Academic Program Elements concerned with the development of curricula and research activities in particular fields of study (see Appendix IV). In addition to the participation in Academic Program Elements shown in Appendix IV, members of the Academic Faculties will share a common effort in two other types of academic program elements, the Core-Courses Activity and the Public Services Activity.

II. FACILITIES PROGRAM ELEMENTS

The Facilities Program Elements are charged with maintaining physical facilities which may supplement and extend the principal academic activities of any or all of the academic program elements.

In addition to the existing facilities, including Research Institutes and Field Laboratories (see Appendix III), Facilities Program Elements would include an Instrument Central-Services to provide and maintain major items of instrumentation, services and equipment needed in College activities. These may include:

- Electron microscopes,
- Spectroscopes,
- Analytical centrifuges
- Standards laboratory,
- Animal facilities,
- Shops,
- Etc.

APPENDIX II

ACADEMIC FACULTY POLICY

ACADEMIC FACULTY CHAIRMAN

The Academic Faculty Chairman is responsible for initiating policy on behalf of the Academic Faculty concerning:

- a. Space allocation, in consultation with other chairmen;
- b. Budget for academic personnel, equipment, library acquisitions and operations;
- c. Assignments of faculty, assistants, and technicians;
- d. Academic personnel's appointments, tenure, promotion, travel, and recommendations for student assistantships;
- e. Curricular and course matters within the Academic Faculty;
- f. Research project proposals for Academic Faculty, training grants, etc.
- g. Review of individual research project proposals made by Academic Faculty members for college support and outside support;
- h. Justification of the budget in terms of Academic Faculty Activities;

ACADEMIC FACULTY POLICY EXECUTION

ADMINISTRATOR

(Letters refer to items of policy initiation by Chairman, see above).

The assisting Administrator is responsible for:

1. Assignment of space in accordance with Academic Faculty policy;
2. Administration of budget for items b, d, e, f;
3. Administration of assignments for items a, c, f, g;
4. Personnel affairs, such as recruitment and supervision of supporting personnel, supervision of furnishings for the assigned space, supervision of secretarial and stenographic services and non-academic personnel;
5. Records of students associated with the Academic Faculty's activity;
6. Acting as an intermediary for plant operation and maintenance of buildings, equipment, and inventory used by the Academic Faculty.

APPENDIX III

COLLEGE RESOURCES

- A. Approximately 100 faculty members, full-time equivalents.
- B. The approximate enrollment in courses offered in the College, Winter Quarter, 1967:

Lower division	3,650
Upper division	1,600
Professional	260 ^{1/}
Masters candidates	460 ^{1/}
Ph.D. candidates	270
	<hr/>
	6,240

- C. Assigned space (non-classroom pool):

Currently, 155,000 sq. ft. (approx)
 Net additional space in new building, 70,000 sq. ft. (approx.)

- D. Facilities:

Institute for Research in Vision
 Institute for Research in Nutrition
 Franz T. Stone Laboratory
 Neotoma Ecological and Bioenvironmental Laboratory

APPENDIX IV

ACADEMIC PROGRAM ELEMENTS AND ACADEMIC FACULTIES

The academic program elements represented in the College of Biological Sciences should reflect present day thrusts in biology and provide for future trends. Such thrusts might be included in the following academic faculties:

ACADEMIC FACULTYOBJECTIVES

1. Genetics

The study of the physical basis of genetics and the mechanisms for expression of heredity, from the molecular to the population level.

^{1/} The majority of the candidates for the Masters degree are expected to continue into advanced studies.

Appendix IV (Continued)

ACADEMIC FACULTYOBJECTIVES

- | | |
|--|--|
| 2. Environmental Biology
Wildlife
Ecology
Parasitology
Demography | The study of interactions of organisms with each other and their environment. |
| 3. Ethology
Animal Behavior
Biological Control
Systems Analysis
Psychobiology
Neurophysiology | The study of mechanisms which determine an organism's response to changes in internal and external environment. |
| 4. Evolutionary Biology Systematics | The study of the temporal development of organisms. |
| 5. Cellular and Molecular Biology | The study of the structure and function of molecules, organelles, and cells in biological systems, control mechanisms in growth and development, integration of cells into functional units, metabolic sequences, principles of structure-function relationship. |
| 6. Developmental Biology | The study of the development of structure and function within each biological system. |
| 7. Theoretical Biology
Model systems
Biostatistics | The development of relations and concepts for the interpretation and prediction of biological phenomena. |
| 8. Entomology | The study of those biological phenomena characterizing insects. |
| 9. Zoology | The structure, function and development of animals. |
| 10. Botany | The structure, function and development of plants. |
| 11. Microbiology | The study of those biological phenomena characterizing microorganisms. |

APPENDIX V

COLLEGE SERVICES FOR ACADEMIC PROGRAM ELEMENTS

- A. Administering assistantships, each of which will include teaching and research;

Appendix V (continued)

- B. Maintaining records of students enrolled in courses not directly administered by the Academic Faculties;
- C. Issuing of class schedules;
- D. Participating in the recruitment of undergraduate and graduate students;
- E. Preparation of brochures and information circulars for the College and for its activities;
- F. Counseling of students for biology courses, curricula, and careers.

FACULTY MEETING, Tuesday, April 25
COLLEGE OF BIOLOGICAL SCIENCES

The Executive Committee recommends that upon acceptance of the Plan for Organization, College of Biological Sciences, Revised 4/12/67 and 4/25/67, the following motions should be submitted to the faculty of the college:

Move that:

The Executive Committee of the College, consisting of the Dean (Chairman), Department Chairmen, and collegiate officers designated by the Dean, be empowered to act for the faculty in carrying out the routine business of the College. At such time as the Academic Council, as described in revised plan for organization (4/12/67), is formed, the Academic Council will become the Executive Committee of the College. Routine business of the College will not be interpreted to extend to creation or abolishment of instructional units or academic degrees.

The Dean of the College be authorized to ask for such changes in University regulations as may be necessary to enact this plan.

The Executive Committee and the Committee on Internal Organization together constitute an ad hoc committee to detail the procedure for implementing the Plan for Organization.

The College establish a Collegiate Instructional Unit to provide undergraduate instruction in biological sciences at the level of basic education and to provide a common core of courses for the several departments. This unit will be known as the Core Program Activity and will be supervised by a Core Director appointed by the Dean.

The College Faculty shall meet upon call of the Dean of the College at his discretion or when he is requested to do so by a petition to consider a particular item or items of business, such petition to be signed by any ten regular members of the College Faculty.

4/25/67

REMARKS TO THE FACULTY, STAFF AND GRADUATE STUDENTS

COLLEGE OF BIOLOGICAL SCIENCES*

Richard H. Bohning, Dean

It is customary for a new Dean to call a faculty meeting as soon as possible following his appointment if, for no other reason than to give the faculty an opportunity to see what he looks like. In this audience are many individuals for whom I have a high regard and with whom I have enjoyed working throughout my tenure on this campus. Most of you know me quite well. I therefore, would venture that some of you might feel that "meeting the Dean" is a somewhat less than essential activity in your busy schedules. Thus, it would seem desirable to offer a little more in the way of explanation for the purpose of this meeting.

I have been in this business of university education for some time. This period has been filled with experiences of sufficient variety in teaching, research and administration to make me comprehend the breadth and significance of the challenges before us.

These experiences should cause me to approach my new responsibilities with the appropriate degree of humility. Someone once remarked that one of the major problems with the society in which we live is that, "the intellectual are full of doubt and the ignorant are over-confident and dogmatic." I would like to think we could approach our problems from some point between those two extremes; that is to say, not doubtful of the direction in which we should move nor convinced that our own personal solutions to problems are the only ones which are correct and appropriate. Although I approach this position with humility, I am borne up by the sight of so many individuals in this audience whom I call my friends. As time goes on I hope the number will increase. Reference to friendship at this juncture may sound trite, but the development of friendship and mutual respect is important in the achievement of our objectives.

During the recent Presidential campaign, Senator Muskie of Maine remarked, "We are not going to get anywhere in this country until we start caring about one another." The fact that he was not elected Vice President of the United States does not make his words any less significant. His words are equally pertinent to the accomplishment of the goals of this College.

We must develop a true partnership among faculty, staff, students and administration. Through consultation and open discussion we must develop a common set of objectives and goals--objectives and goals to which we can all aspire. We must then set about the task of attaining them. As we move forward together to raise this college to a stature commensurate with that of

*Presentation at General Meeting, College of Biological Sciences, 4:00 P.M., Friday, January 10, 1959, Hitchcock Hall Auditorium.

its role in a comprehensive and distinguished University, we must respect the role that each of us has to play and the contributions that each, in his own way, can make. The truly educated man or woman has a deep respect for others. Their habits of thought and action demonstrate a basic understanding that a delicate balance exists between one's personal interests and the common good in maintaining a free society. Respect for one's fellow man without regard to his station in life is a mark of the truly educated man. It is easy to show respect or deference for one's superiors, but the person of refined manners treats with respect, those whose station in life, for whatever reason, may be lower than his own. There can be no place for such expressions as "we" and "they" or "us guys" and "them guys," all with the connotation of "good guys" and "bad guys."

Once we have arrived at a consensus we should all put forth our best efforts to achieve the stated goal even though during the period in which it was under discussion our views may have differed from the final decision. It is said that it takes a heap of living to make a house a home. Similarly, it takes a lot of dedicated effort to make a community of scholars a distinguished College or University.

Since we are going to develop a true partnership, it is appropriate for us to know as much as we can about the philosophies and points of view of the various partners. It would not be inconceivable for you, as faculty, staff and students, to be curious about the manner in which I anticipate approaching my new assignment. Recognizing such a concern, I scheduled this meeting to give you the opportunity to gain some insight into my views and the philosophies which influence me.

From the preceding remarks or those which follow, I want no one to infer that I am categorizing conditions as they are. It is too early in my new relationship with you to speak with any authority whatsoever from that point of view. My remarks are intended to indicate what I think conditions ought to be, not how they are. It is not my desire to reflect on the past, but rather look ahead to our opportunities.

At the outset, let me make it clear that I have a deep and abiding respect for this University. Everything I do therefore, will be guided by the overriding desire to have the activities of this College reflect favorably upon it. Whatever this University is, or hopes to be, is dependent upon the accomplishments of the individual faculty members and students in the individual departments or groups of faculties. In desiring to help this University and this College achieve greater stature, I must therefore help you achieve your hopes and aspirations.

In this regard, I will request support from University and other resources. In these encounters we will win some and we will lose some. We will not become discouraged if we remember that although the Good Book reads, "Ask and it shall be given unto you," it does not state explicitly that it shall be given at the first request.

Through these and other efforts, my continuing role will be to assist to the best of my ability, in developing the kind of environment in this College most conducive to the scholarly achievements of our faculty and

the intellectual growth of our students. I want to establish a climate in which each faculty member can become what Vernon I. Cheadle has respectfully called, "The Academic Man."

"For the kind of man who has his residence at universities, we have many names...but, put his various types and characters all together, and they add up to one important and quite central figure of civilization, the academic man."

In a real sense, modern history began when this kind of man emerged from the great mass of humanity, took up residence with others of his kind, and began his work. His was to live the life of learning, to write about the results of his studies, to attract and teach students. Organized together, these communities of scholars constituted universities. These men were the heart of the enterprise, and perhaps the soul as well. Students came to them for many reasons, much as they do now.

These men were scholars because some obscure but powerful inner urge made them men of learning. They wanted simply to know. They wanted to think about man, or about God, or about nature, or about the law, or about letters. They wanted to read. They wanted to argue with those like them about these matters. And the finest among them, as a result of continuing communication between scholars, began to achieve major insights into the character of the various parts of human existence, of nature, and of the divine world.

...I do not think that the situation has changed. Universities are still places where this kind of man lives and works. True universities always share this distinguishing quality: at their center is a creative and exciting community of academic men. Given this community, all else which composes a great university--gifted students, solid curricula, library, the atmosphere of learning--follows almost as a matter of course.

Out of all this emerges a simple but elusive element: quality. We learn by example, and it is the example of a great faculty which excites the hunger for quality that we hope to find and nourish in the university student. A top-notch academic man usually is easily recognizable, for his work reflects those qualities of mind we seek: breadth, insight, discipline, humanity, the capacity to do great amounts of work and to complete tasks of major proportions. The accomplishments which come from his hands bear this out. Instinctively, the academic man demands such standards from his students.

...This kind of scholarly man is, if anything, a humane man. He has gained this characteristic by deep and systematic study of the liberal arts as conceived in their broadest sense. The humane man is one who has a mind awakened to beauty by the arts, made sensitive to human values by the humanities, and made knowledgeable of his heritage by history. He is, in addition, a man equipped with insights into the complexities, harmonies, and potentialities of the natural world, and into the methodologies used in consideration of

them. This is the scholar, or at any rate, the ideal of one, with whom we wish to associate. Let him be the symbol of our teachers."¹

I am sure that many of you, when reading a book or a copy of a speech make notes of statements which appeal to you. In a way, the kinds of statements we collect or underline, reflect our personal philosophies or biases. Over the years, I have collected quotations which I think eloquently describe what a university is all about. I would like to share with you now three such examples. The first describes a building, but the author looks beyond the bricks and mortar to the symbol of the spirit and sense of purpose which it conveys. The author is unknown.

"Most universities have a tower. Tall or massive, soaring or brooding, graceful or ungainly, it presides over the campus as the symbol of a seat of learning.

Tradition could inspire no better symbol for the university. A tower is a place to see in every direction, behind and ahead. It beckons the wanderer and guides the uncertain. Anchored in rock, it has an upward thrust that calls with inspiration and promise. Its bells sing of serenity and of challenge.

The shadows cast by the towers lie long and broad across every land and touch every civilized being. For in the university, man has created his mechanism for preserving and understanding his past to serve his present and future. For centuries the great universities have faithfully delivered to each generation the steadily growing heritage of the past. On this foundation, each generation has built, imperfectly, yet often well.

The campus towers rise only as high as the dictates of practicality and economy permit. They stand, however, above timeless institutions whose stature is beyond man's measure, whose only upward limit is the truth--the topless towers of our hard-worn civilization."²

The second quotation describes the motivation that brings together the university scholars. The next brief passage comprises the entire speech made by former Harvard University President Abbott Lawrence Lowell upon the occasion of the inauguration of a university President.

"Around King Arthur's hall sat many knights, and when they planned to seek the Holy Grail each to his comrades seemed fairer than before. The cup was seen by some of them, but none could bring it back. Men do not come together now to seek the Grail, but with an object not less sacred, to seek for truth. It lies not here or there, but everywhere, nor can it anywhere be found entire. The

¹Cheadle, Vernon I., "Marks of The Academic Man," AIBS Bulletin, February, 1963, Volume 13, No. 1.

²Foreword, Booklet, Cornell University, 1962.

scholar threading his hidden path finds of its traces and fragments from time to time; and hears with joy the far-off hail of colleagues who, in other roads unknown to him, have also found a grain of everlasting truth. With patient haste he presses on his never-ending search; conscious that if all truth should be revealed the sacred quest would cease. New truth lies all about him to cheer his labors, but only at infinity is it complete. Seeking and imparting truth provides the link that binds the scholars in their work, and eternally will hold them. Sacred it is, for if the mysteries of nature and the human mind are works of God, exploring them is searching for the Holy Grail."³

The third speaks to that characteristic of a university which involves putting knowledge to work for the betterment of mankind. Dr. Daniel Coit Gilman, first President of Johns Hopkins University listed among the brightest signs of a university--

"The zeal for the advancement of learning...the processes by which we gain acquaintance with the world are very slow. The detection of another asteroid, the calculation of a new orbit, the measurement of a lofty peak, the discovery of a bird, a fish, an insect, a flower hitherto unknown to science, would be but trifles if each new fact remained apart from other facts; but when among learned men discoveries are brought into relations with the many truths the group suggests a law, the law an inference, the inference an experiment, and the experiment a conclusion and so from fact to law and from law to fact with rhythmic movement, knowledge marches on while eager hosts of practical men stand ready to apply to human life each fresh discovery. It is the business of the universities not only to perpetuate the records of culture, but to bring them out in modern, timely and intelligible interpretations so that all may know the laws of human progress, the dangers that imperil modern society and the conditions of advancing civilization."⁴

I selected these quotations because, although seemingly quite different, they all have one important common element, and that is, people--people doing.

When a university or a community of scholars inspires men to such eloquence, how can we fail to give less than our best to make this College a leader on this campus and throughout the nation and the world. High hopes? Certainly, but not impossible of accomplishment if we work together and approach problems both inside and outside the classroom with objectivity, attention to

³Lowell, Abbott Lawrence, Luncheon presentation installing James Lukens McConanghy as President of Wesleyan University, June 5, 1925, Modern Eloquence, Volume VII, New 1932 Edition, pp. 259-260.

⁴Gilman, Daniel Coit, Address at 250th Anniversary of Harvard University, Cambridge, Massachusetts, July 1, 1886, Modern Eloquence, Volume VII, New 1932 Edition, pp. 194-195.

fact and respect for the truth. Let us enter the public forum with those same attributes which characterize our search for the truth in the classroom and laboratory.

The hallmark of performance in this College will be quality--and, quality performance will be rewarded wherever it occurs--in teaching, in research, in public service.

Recently I was asked to write a brief paper on what an administrator might do to promote excellence in teaching. The title I chose was, "Partners in the Search for Teaching Excellence--Faculty and Administrators." Some of the thoughts I expressed are:

"It is a sine qua non that excellence in teaching is a goal to be achieved in all subject matter areas from Agronomy to Zoology. The administrator's role in seeking skillful teachers for the classrooms in a specific area is thus no less significant than that in any other area of the university.

Teaching is teaching, and it covers the entire spectrum from bad to good wherever it occurs. The responsibility of the administrator is to assure that the good teaching in his college far exceeds the bad and that, hopefully, all poor teaching will be eliminated. Comments by students and alumni suggest that no panacea has yet been discovered to eliminate the lower end of the spectrum. All shades of quality still exist. The administrator plays a key role, however, in determining the direction in which the quality of teaching will move, or whether it changes at all.

If one were starting de novo to assemble a faculty he would, of course, make every attempt to employ only the most gifted teachers--those with a proven record of excellence in the classroom. Most administrators, however, find that they must begin the task of improving teaching with a given state of the art in their College, and that there is often limited opportunity for the addition of new positions or the replacement of the inept with the skillful. Most administrators would hope that all our teachers would be like those described by President Glenn Frank during a Welcome Address to the freshman class at The University of Wisconsin.

'You cannot be long on this campus without discovering the kind of teacher who represents the authentic (university) tradition. The university...is not interested in teachers who are mere merchants of dead yesterdays; it covets and captures men who are guides into unborn tomorrows, men who have objects as well as subjects, men who refuse to put conformity to old customs above curiosity about new ideas, men who are not content to be peddlers of petty accuracies when they are called to be priests and prophets of abundant living. You will find among the scholars of these faculties, men who know how to be great specialists without becoming specialized men, men who have reverence for their materials, men who have mastered the facts in their respective fields,

but men who see that all facts are dead until they are related to the rest of knowledge and to the rest of life. In short, you are to have the high privilege of associating with distinguished scholars who know how to "relate the coal scuttle to the universe," men who are shepherds of the spirit as well as masters of the mind."⁵

Although all teachers do not fit this description, there are in most every department, one or more individuals who are recognized by their peers and students alike, as being outstanding teachers. The characteristics of such individuals are, of course, varied, but they all seem to possess certain common attributes such as a comprehensive knowledge of their subjects, an ability to communicate effectively, a curiosity about the unknown, a genuine interest in students, an intuitive sense of the teachable moment, and a greater desire to teach than to engage in any other endeavor. In other words, it is their life and they want to live it to the fullest. All teachers seem to possess these characteristics to a degree, but it seems to me that their effectiveness as teachers is directly related to the intensity with which they are imbued with these attributes.

The role of the administrator, given the existence of a nucleus of such gifted teachers, is to encourage them to assist in any way they can in the development of similar qualities in their colleagues. The place to begin is with the young or newly employed faculty. A regular program can be carried out in each department or subject matter area whereby the talented teacher works with the young teacher during his early years of employment. There is probably no one procedure which will ensure that every newly employed faculty member will develop into an outstanding teacher. But, where one possesses such potential, the chances of it being realized will be greater if he is given the opportunity to work closely with someone who has achieved some measure of success in the art of teaching. Many departments do have such a program and it is the role of the administrator to encourage the continuance of such programs and to encourage other departments to follow their example.

The administrator must continually convey to his faculty that he attaches great importance to good teaching. He must do this not only in word, but in deed as well. Good teaching must be rewarded. There is no longer any place for the cliché that the latter is difficult because good teaching is hard to measure. Good teaching can be measured. The administrator and teachers, however, must work together to identify those who are effective teachers, or are helping others to become effective teachers, and reward them as others are rewarded for excellence of performance.

...A procedure often followed by young faculty to increase their competency in teaching is to audit or sit in on the class of a senior

⁵Modern Eloquence, Volume VII, New 1932 Edition, Modern Eloquence Corporation, New York, p. 159.

professor in the same course they will be teaching. This has certain advantages and is often helpful. However, unless the young faculty member has given considerable thought before auditing as to how he might conduct such a class, there is the ever-present danger that he may become nothing more than a mimic. Each individual must develop his own personality. The administrator must recognize that extra time is needed by the young faculty member in preparation for his instructional assignments. Adjustment in actual contact hours must be made so that adequate preparation will occur.

Visual aids and other devices that the teacher employs must all contribute to the learning process. They should be an extension of the teacher, not an end in themselves. It should never appear that the visuals are employed because it is the vogue or it makes a nice show.

The best visual aids are those which live up to the definition of aids. When properly employed, one remembers the message they conveyed and is not overly conscious of the mechanical devices employed.

Much of our teaching could be improved by the effective use of visuals. Here the administrator can be helpful by recognizing the need to supply funds so that qualified visual artists can be employed to work with faculty in developing visuals for use in the classroom. Many good teachers do not have the time nor the skill to prepare charts, graphs, slides and other visual aids. A staff competent in the preparation of visual aids, working with faculty, can do much to ensure that the maximum learning environment will prevail. Expert advice and assistance by such individuals can also be provided in the development of auto-tutorial programs.

Another procedure that can be employed for the improvement of teaching is to conduct on a College or departmental level, sessions in which various faculty present before their colleagues a preview or rerun of one of their classroom meetings. A critique following the presentation would assist the teacher in understanding what aspects of his teaching were most effective. Video taping of the presentation and playback during the critique helps in an understanding of the points of concern expressed.

...Administrators should encourage innovation in teaching techniques. An administrative policy for providing faculty with released time to devote to development of new and imaginative teaching programs for their courses, would contribute significantly to the improvement of teaching. Faculty often remark that one major deterrent to improvement of teaching or development of innovations is over-commitment to other assignments.

A significant amount of teaching also goes on outside the formal classroom. A strong program of student advising should be developed throughout the College. The administrator needs to make everyone aware that student advising by the faculty is considered a part of the faculty member's responsibilities and that performance in this area will also be recognized and appropriately rewarded.

In the final analysis the quality of instruction is determined at the faculty-student interface. The administrator's role is to use every means available to him to employ individuals who have the greatest potential for becoming outstanding teachers and to encourage teaching improvement and innovation through allocation of time and resources. He must also demonstrate beyond any doubt, that excellence in the classroom is rewarded."⁶

I mentioned teaching first because I believe there is the feeling on the part of many that excellence in teaching is not as adequately rewarded vis-a-vis excellence in research. I wanted to assure you and emphasize again, that excellence of performance will be rewarded wherever it occurs.

I strongly believe that we cannot and should not try to fit every person into the same mold. Some of our faculty are better teachers than they are researchers and some are better researchers than they are teachers. Each should be helped to find his place in our programs where he can make the greatest contribution and, at the same time, derive the greatest happiness and personal satisfaction. Although it has sometimes been said that good researchers are not necessarily good teachers, and vice versa, I have a strong feeling that there is no substitute for excellence and that more times than not a good research man, even though he may not be eloquent and entertaining, will be able to offer an outstanding course. Similarly, a good teacher will have an abiding curiosity about the unknown which will make it possible for him to do a creditable job of research. I am therefore, inclined toward the view expressed a number of years ago by Dr. Lee A. DuBridge.

"There is one aspect of university research which may need clarification. You will note that in talking about research and education, I have used these terms almost interchangeably. I have spoken of research as a part of the function of higher education. I could equally well have spoken of education as a function of research. Some of you may be wondering whether I am going to discuss the conflict between teaching and research.

The answer is 'No'--I haven't heard of the conflict! I have heard a lot of argument about how many hours a teacher should devote to research, but none that convinces me of a real conflict. If the purpose of a university is to advance understanding, then it follows that both the understanding of the student and of the teacher ought to go together. How a man can really teach science...without acquiring a consuming curiosity about the many things that are unknown is beyond me. And, how one can get a glimpse of the unknown without an equally consuming desire to tell it to others who will carry it on is also a mystery. An inquiring mind must be the chief possession of university people--and that's the only kind of a mind that can either explore the unknown or stimulate students. I think history has shown that, with

⁶ Submitted for publication in the March, 1969, issue of The Journal of the National Association of Colleges and Teachers of Agriculture.

few exceptions, research laboratories go dead when not stimulated by the continued intrusion of fresh young minds. And teaching establishments also go dead when not infused by the inquiring spirit of scholarship."⁷

What kind of research should we be doing? I don't wish to enter into a discussion of basic versus applied research because I heard a definition recently which points up the absurdity of trying to categorize research in that fashion: "Basic research is what I do. Applied research is what you do."

If I may again quote Dr. DuBridge:

"It is at the university that men's intellectual abilities are sharpened and are brought to focus on mankind's basic problems. At the university, man's intellectual forces are mobilized for the attack on those great unknowns which lie just beyond the frontiers of knowledge. It is the role and the task of the university to be eternally dissatisfied--dissatisfied with man's inadequate knowledge; dissatisfied with the ways in which he uses his knowledge. Thus, the chief aim of a university must be, not merely to help individual men to learn more, but to help mankind to know more.

And that is about as succinct a way as I know of expressing the goal of a university; to help mankind to know more. In seeking this goal, the specific mechanism available to the university is called research. The purpose of university research then, is to enlarge man's understanding of the world, his understanding of his fellow men and of himself."⁸

Our role in University research should be to seek out the fundamental truths. We should be free to develop new ideas even though their value seems remote. Only through new ideas will we find the key to the solution of tomorrow's problems.

All university research should be devoted to the search for fundamental principles. The distinguishing characteristic then becomes, simply the time span in which these principles find application in the solution of problems. Because a new idea finds immediate use it is no more significant than a fundamental principle which results in a meaningful answer to a question about which present day society is currently unaware. It makes no sense to categorize the former as practical and the latter as impractical.

All university research should have relevance to graduate education and should include a component for training of graduate students. In developing my concepts of graduate education, I have the assistance of some members of this faculty who served with me on a committee to appraise the graduate program in the College with which we were then associated. That committee

⁷DuBridge, Dr. Lee A., "The Goals of University Research," Electrical Engineering, September, 1954.

⁸Ibid.

reported to the faculty the results of its deliberations. For some of you these may not be new, but it is worthwhile to repeat them.

1. Maintenance of a graduate program, second to none in the nation, must involve sustained and scholarly research programs on the part of each member of the faculty, these activities being recognizable at the national level by active participation in learned societies, by membership on national committees, and by publication in appropriate professional journals.

(Note: We did not say how much research or how many papers. Although both quality and quantity are criteria to be considered in evaluating performance, emphasis should always be on quality. Let's not read into this, the cliché, "Publish or Perish.")

2. Achieving and/or sustaining the above type of excellence on the part of the faculty will place the focus for the improvement of graduate standards at its most effective point; namely, in the hands of the advisor. These individuals occupying the frontiers of learning through experimentation, reading and reflection, are in the position of being able to exercise standards more exacting than those practices formally by the department, college or university.
3. Excellence in scholarly activity by each member of the faculty will attract the best graduate candidates in the country, who are apt to be drawn to given areas by individuals and institutions with nationally recognized reputations. For the same reasons, potential staff members and post-doctoral fellows of excellence should also be attracted to The Ohio State University.
4. The presence of such top selected graduate students, working on research problems constituting a segment of a sustained research program of national merit of a major professor, will result in the awarding of advanced degrees to individuals having the greatest potential for the achievement of positions of leadership and responsibility. Such highly qualified and esteemed graduates will serve as a feedback mechanism of sorts, thus providing a continuing framework for the maintenance and further improvement of standards.
5. In order to achieve excellence at the level of the individual advisor, careful attention must be given by the administration, commencing with the chairman, to the degree and type of commitment on the part of the individual faculty member to teaching, committee assignments, advising and related activities that would be compatible with the attainment and maintenance of national eminence in the areas of creative scholarship and graduate instruction.

The preceding has been a somewhat expanded discussion of two of our major activities. In more general terms, the role and responsibilities of a College of Biological Sciences should include, but not necessarily be limited to the following.

1. To engage in meaningful instruction, research and public service in the fundamental biological sciences.
2. To provide opportunity to work cooperatively with our colleagues in other areas of the University whose activities build on the contributions of the biological scientist.
3. To provide instruction in those fundamental principles of biology which constitute an essential part of the general education of the undergraduate students of this University.
4. To provide instruction that will lead to excellence of students majoring in the biological sciences at both the undergraduate and graduate level.
5. To provide instruction that will develop the basic understanding of fundamental biological principles needed by those majoring in allied fields.
6. To make a sustained contribution to fundamental knowledge in all areas of the biological sciences through the continued development of a scholarly research program.
7. To assist the public in reaching a better understanding of the biological world in which we live.
8. To develop effective advisory programs at both undergraduate and graduate levels so that all students will be able to obtain maximum benefit from their university experiences.
9. To involve our students in the affairs of their College and effective and meaningful ways.
10. To provide a variety of educational experiences so that each student will have opportunity commensurate with his ability. We cannot and must not limit the attainments of our students by failure to provide challenging programs.

A formidable task, but one which does not exceed your capabilities. In going about our work, I will look to the Chairman of our several Faculties to give leadership to the accomplishment of our objectives. I plan to provide considerable autonomy at the Academic Faculty level regarding budgetary and personnel matters and program development. At the College level, we will be concerned with the development of policy guidelines within which Academic Faculty goals can be developed. The Chairmen will have sufficient authority to mobilize and use the talents of their staff members in the most effective manner possible.

It is my view that although there is much in common among the sub-units of our College, there is sufficient diversity to merit such an approach to program development. Whether these sub-units are called Departments or Academic Faculties is immaterial. The fundamental difference between a Department and an Academic Faculty is in the number of University Councils or Boards involved in granting approval for their creation, alteration or

abolition. Whereas departmental status must be considered by the Faculty Council and the Board of Trustees in addition to the Council on Academic Affairs, desired changes in Academic Faculties require only the Council on Academic Affairs concurrence. Once established, however, Academic Faculties can be just as viable and autonomous as Departments--and should be. The bonds which hold an Academic Faculty together are as strong as those which bind a Department. The existence of an Academic Faculty structure does not mean that faculty members are to be set adrift, nor can they cast off at the slightest whim to search for some nebulous opportunity in another Academic Faculty.

If modification of the structure of certain Academic Faculties would seem to be in the best interest of our programs, we should not hesitate to recommend such changes to the Council on Academic Affairs. These changes do not have to be catastrophic and with the skill we possess we should be able to carry out the necessary remodeling.

In the implementation of programs of Academic Faculties, certain services may be provided at the College level. The performance of these services should not be considered tantamount to removing policy jurisdiction from the Chairmen. There is an enormous difference between record making and record keeping.

It is my desire to develop our programs and policies in an orderly and reasoned manner. I will need a little time to assess the capabilities of individuals within the College for certain responsibilities. I have therefore requested all Faculty Chairmen to assist me by continuing in their present positions. There is an accepted procedure for selecting Chairmen which involves consultation with the appropriate faculties. When a vacancy in a Chairmanship occurs, you can be assured that faculty will have the opportunity to participate in the selection process.

Similarly, I have asked personnel in the Deans Office to continue in their present assignments until I have had an opportunity to study the appropriateness of the present delegation of responsibilities. In the selection of my administrative colleagues, it is my intent to obtain the views and suggestions of the Chairmen. In fact, I will involve the Faculty Chairmen and through them, the faculty, in all the major decisions of this College.

The University Rules are clear concerning the responsibilities and authority of Deans, Department Chairmen and faculty. A suggested pattern of departmental administration is set forth in the Rules of the University. The mention of Rules often causes undue alarm, but only if we fail to realize that rules may more often tell us what we can do rather than what we cannot do. Since the Rules of this University are the product of many years of experience and thoughtful study by our colleagues and cover most conceivable situations, I would hope we would not feel it necessary to encumber ourselves with an additional set of rules of anything more than a very modest nature. Whatever policy statements must be developed pertinent to our own particular set of circumstances will most certainly be developed by the individual or groups having jurisdiction over the policy matter in question. This means that such groups as the Academic Council and the College Curriculum Committee will be involved in policy matters in their areas of concern.

These then, are some of my views. Undoubtedly, from time to time, I will have more. I will welcome your reactions. For only by the exchange of views can we evolve procedures which will ensure the development of a truly distinguished college.

I am proud to be in this place at this point in the history of this College. I will do the best I can. I ask that you join me in a true partnership and that together, we go about our work with dignity and compassion for our fellowman.

The Ohio State University, in creating the College of Biological Sciences, has given us a rare opportunity. Let us justify the faith in our ability reflected in the decision to unite us in a common purpose. Anything less than our best, will not be enough!

Thank you all for coming to this meeting. We are going to accomplish great things in this College and we are going to have a lot of fun in the process.

RULES FOR COLLEGE FACULTY

College of Biological Sciences

I. Central Administration:

The central administration of the College shall consist of a Dean with the authority and responsibilities outlined in University Rule 13.0301 and such Associate and Assistant Deans, Coordinators, Directors, and other officers as provided in University Rule 13.0305 as are needed to carry out the programs of the College.

II. Faculty:

The College faculty shall be organized into units identified as Academic Faculties. Each Academic Faculty shall have a Chairman who shall be appointed and charged with the responsibility for administration of the Academic Faculty as provided in University Rule 13.0503.

Official membership and voting rights in an Academic Faculty shall occur only through a salaried or non-salaried appointment to the Academic Faculty and receipt of a University contract specifying the nature of the appointment.

The above in no way limits inter-Academic Faculty consultation and cooperative efforts on an official or unofficial basis to promote teaching, research, and service activities. Such cooperative efforts will include, but not be limited to, participation in interdisciplinary programs.

III. Standing Committees:

The standing committee structure of the College shall consist of four standing committees as follows: Unless otherwise stated, terms of service will begin October 1 for those committees to which annual appointments are made.

1. The Executive Committee: (University Rule 23.05)

The Executive Committee shall consist of the Dean, the Associate Dean, and the Chairman of each Academic Faculty of the College.

In accordance with University Rule 23.05, the Dean shall serve as Chairman of the Executive Committee.

The Assistant Dean and Secretary of the College shall serve as an ex-officio member and secretary of the Executive Committee.

The basic function of this Committee is coordination and advice to the Dean on questions of general policy.

2. The Curriculum Committee:

The Curriculum Committee, as a counterpart of the Council on Academic Affairs (University Rule 29.2701), shall consist of one member from each Academic Faculty, appointed by the Dean, upon recommendation of the Chairman of the Academic Faculty. The manner of selection of the individual from each Academic Faculty can be at the discretion of that faculty. The member may be nominated by the Chairman with advice and consent of the faculty, or by election by the faculty. However selected, the member's responsibility on this Committee shall be to the College as a whole.

Appointments shall be for a three-year period and staggered cyclically, 2-2-3.

The Associate Dean shall be Chairman of this Committee. The Committee will annually elect a Vice Chairman for a one-year term from the Academic Faculty representatives on this Committee.

The Assistant Dean and Secretary of the Colleges of The Arts and Sciences shall serve as an ex-officio member and Secretary of the Curriculum Committee.

The Coordinator, Introductory Biology, shall serve on this Committee.

The Associate Dean and Assistant Dean and Secretary shall be non-voting members except that the Associate Dean, while serving as Chairman, may vote in the case of a tie vote among the voting membership of the Committee.

This committee shall deal with those activities associated with the content of the instructional program and specifically with recommendations to the Council on Academic Affairs of the University on course and curricular matters.

The responsibilities and authority of the Curriculum Committee shall be as delegated by the College faculty in the statement, "Criteria and Procedures for Action on Courses, Programs and Proposals," as from time to time revised and approved by the College faculty.

3. The Research Committee: (University Rule 29.2707, Section 3.d.)

The Research Committee shall consist of one representative from each Academic Faculty, appointed by the Dean, upon recommendation of the Chairman of the Academic Faculty. The manner of selection of the individual from each Academic Faculty can be at the discretion of that faculty. The member may be nominated by the Chairman with advice and consent of the faculty, or by election by the faculty.

Appointments shall be for three-year terms and staggered cyclically, 2-2-3.

The Chairman of the Committee shall be appointed by the Dean for a two-year period from the members who have completed one year of service on this Committee. In selecting the Chairman, the Dean will consult with the Committee.

The Associate Dean shall serve as an ex-officio member of the Committee.

The responsibilities of the Research Committee shall include stimulating scholarly activity, assisting the faculty in obtaining support and facilities necessary for research, and making recommendations for allocation of grant-in-aid funds received from the Research Council. At the option of the Research Committee, a special subcommittee may deal with this latter function.

4. Advisory Committee for Undergraduate Instruction in Biology:

The Committee shall consist of one representative from each Academic Faculty, appointed by the Dean, upon recommendation of the Chairman of the Academic Faculty.

Appointments shall be for a seven-year period, one member to be replaced each year. (The duration of the initial appointments, shall vary from one to seven years, to be determined by lottery).

The Coordinator, Introductory Biology, shall serve as Chairman of the Committee.

The role of the Committee will be to evaluate continually the program of Biology 100 and 101 and make recommendations regarding methods of instruction and content. The Committee shall periodically review the list of courses which constitute the Core Program and recommend to the Curriculum Committee such additions or deletions as are deemed necessary and appropriate. This Committee may also, in cooperation with the Graduate Committees, review applications for teaching assistant and teaching associate positions and recommend to the Dean individuals to be employed in the Biology 100 and 101 programs.

IV. Ad hoc Committees:

Each standing committee may appoint ad hoc committees to assist in its work. Such committees may be appointed to deal with each of the subordinate areas within each standing committee's area of concern. The standing committees in this case will act as coordinators of the ad hoc committees.

Although each standing committee is to be free to determine, (1) the

number of ad hoc committees, (2) the method of their composition, (3) their size, (4) their duration, and, (5) their charge, the standing committees shall be free to constitute themselves as a working committee to deal with any problem within their general responsibilities. Ad hoc committees shall not become, in effect, standing committees.

V. Other Committees:

The Dean may appoint other committees as from time to time are required to conduct College programs.

VI. Faculty Meetings:

The College faculty shall meet upon call of the Dean, but not less than once per year.

Additional meetings of the faculty may be held:

1. At the request of the Dean;
2. At the request of a majority of the faculty of any Academic Faculty of the College;
3. By petition of a minimum of ten percent of the faculty holding regular salaried appointments in the College, or,
4. At the request of any standing committee.

VII. Quorum:

A quorum shall be held to consist of thirty percent of those College faculty holding regular salaried appointments in the College, the faculty having been assembled under one of the four methods listed in VI.

VIII. Conduct of Meetings:

Robert's Rules shall be followed in the conduct of meetings, except that:

Any vote by the assembled faculty at a meeting shall be subject to appeal by a mail ballot of the entire faculty either upon request by twenty-five percent of those present at the meeting at the time the vote is taken, or upon request by ten percent of the entire faculty within five days of the time the vote is taken; provided, however, that the referendum vote shall reverse the outcome of the assembly vote only if the number of mail ballots returned exceeds the total assembly vote on the same issue. The class of majority (simple, 2/3, etc.), shall be the same for the referendum ballot as for the assembly. The ballot shall be mailed by the Dean's Office with the Executive Committee acting as tellers.

IX. Undergraduate Student Participation:

The Biological Sciences Student Council may elect two students (one regular and one alternate) to each of the College's standing committees, except the Executive Committee. Student members will have voting rights on these standing committees.

Membership may also be requested on the ad hoc committees, with the exception of the allocation of grant-in-aid funds subcommittee.

X. Graduate Student Participation:

Subject to the wishes of the graduate students of the graduate programs in the College, a representative Graduate Student organization may be established, having the same composition, membership, and voting privileges on standing committees as those extended to the Biological Sciences Student Council. Initial petition for the formation of such a body should be made directly to the Executive Committee.

XI. Amendments:

These Rules may be amended by a two-thirds majority vote at a regularly scheduled College faculty meeting.

Proposed amendments must be submitted to the entire College faculty at least two weeks prior to the scheduled faculty meeting at which the amendment is to be considered.

7/15/69

THE GRADUATE RESEARCH CENTER FOR BIOLOGICAL SCIENCES

A master plan, adopted by the Board of Trustees in February, 1962, and under the continuing supervision of the Office of Campus Planning, called for a unified academic community. Embodied in this concept was the grouping, around the Main Library at the center of the academic area, of the basic disciplines, with the applied or professional disciplines surrounding these. The October 1, 1965, proposal by the Academic Board for the creation of a College of Biological Sciences stated, "Scholarly research and training in several important professional colleges (Medicine, Pharmacy, Veterinary Medicine, Dentistry) depend on thorough preparation in the biological sciences. The Office of Campus Planning has recently called for preliminary advice from deans and department chairmen as it begins to plan new facilities for biochemistry, microbiology, and other biological sciences."

A major step in the implementation of the master plan was initiated with the placement of the new Graduate Research Center for Biological Sciences in close proximity to the instructional and research laboratories of the Colleges of Medicine, Pharmacy, Dentistry, and Optometry. With the completion of this new building, the faculty of the College of Biological Sciences, which has been widely scattered over the campus in at least six distant buildings, will be brought together as a readily identifiable group in three main juxtaposed buildings having an interface position to the professional or health-related life-science complex.

The Graduate Research Center for Biological Sciences, scheduled for occupancy in the Summer of 1970, is a ten-storied building that will provide ca. 104,150 net square feet of space and which cost in excess of

\$7,300,000, with an additional \$1,000,000 for furnishing. The building will house the Academic Faculties of Biochemistry, Biophysics, and Microbial and Cellular Biology, as well as provide some space and special facilities for the other Academic Faculties.

Offices will be provided for the College administration, faculty, and graduate students. In addition to seminar and conference rooms, there will be 36 research laboratories, 25 instruction laboratories, and 3 classrooms. Special facilities will include two wood and metal shops, one glass shop, and an electronic shop. Complete facilities for an electron microscopist and accessories will be provided. Approximately half of one floor will be occupied by animals and animal facilities.

Occupancy of the building by the complete College administration, including its business office, counsellors and placement service, will represent the first time in the history of the College that these functions were housed together and in their own building.